

CALIFORNIA SCHOOLS

PETER LASSEN JUNIOR HIGH SCHOOL
Sacramento City Unified
School District



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THE COVER ILLUSTRATION is the architect's sketch of Peter Lassen Junior High School in the Sacramento City Unified School District, occupied in September, 1954. Bert G. Chappell is the principal. The school has a capacity of 1,200 pupils. The architect was Gordon Stafford of Sacramento. Participants in the planning included Ray B. Dean, assistant superintendent of schools in charge of the district's school building program, and the principals of Sacramento's six other junior high schools. At the lower right is a portion of the adjoining Mark Twain Elementary School, whose pupils share certain facilities of the junior high school, such as the multi-use room and cafeteria.

WHAT THE EDUCATION DOLLAR BUYS¹

ROY E. SIMPSON, *Superintendent of Public Instruction*

The United States Office of Education has recently announced that California now leads all the states in enrollments in elementary and secondary schools. Our 2,282,706 children and youth at school in 1955 exceed those of New York State by twenty-one and a half thousands. The statistics serve to indicate the magnitude of the educational problems we face. For the years ahead we of California must expect to meet competition from other agencies for a just share in the tax dollar. The largest part of the educational tax dollar is spent for teachers' salaries and instructional materials. Any reduction in amount of money per pupil available to be expended at the elementary, high school, or junior college level inevitably will be reflected in less competent instruction. The public schools must insist upon receiving the first and full part of state and district funds necessary to maintain and conduct sound and modern programs of education.

The situation, however, should inspire us to redouble our efforts to put and keep our educational houses in order, to guarantee to the hard-pressed taxpayers of California the maximum return in learning for money spent on schools. To achieve this the administrator must accept his responsibility as educational leader of his teachers and as interpreter of the school program to the public. As California communities become more urban and industrialized, the schools become more isolated from the population at large than used to be the case. Local pressure groups emerge with criticisms of modern education to bewilder people who may be unfamiliar with the wider services schools have to render to the greater numbers of individuals today. The task of the administrator is to give a realistic accounting to the public in terms of results achieved with modern methods of instruction.

The public must be made aware that it is demanding more of the schools today than formerly it asked of them. A bulletin of the National Association of Manufacturers entitled *This We Believe About Education*, issued in March, 1954, states frankly,

The schools today are expected to assume a wider range of responsibilities, as to preparation of children for adult life, than were expected of schools a generation ago. Hence the educational system should have considerable latitude in familiarizing students with new scientific, technical, and cultural developments; in providing new experiences and outlooks, ideas and knowledge and contemporary concepts which parents—as an older generation—may not be in a position to impart.

¹ Address delivered at Annual Conference of California Secondary School Administrators, Santa Barbara, California, April 6, 1955.

The high school of 50 years ago usually offered about 20 courses: four years of English, mathematics, Latin, and a modern foreign language; ancient, medieval and modern, and American history; botany or zoology, and physics. In 1951-1952 even the smallest California high schools with enrollments less than a hundred *averaged* 32 different subject offerings. In addition to four years each of English and social studies, three years of mathematics, and two years apiece in science and foreign language, there were also classes in art, music, homemaking, business, industrial arts, and agriculture. Again, the largest high schools, those with more than 1,500 students, *averaged* an even hundred different year-courses; in each of the fields of business, English, industrial arts, and music there were 10 or more offerings.

A task of especial importance for the school administrator is to interpret to the public the changes in curriculum occasioned by recent discoveries in the psychology of learning. When formal discipline was presumed to assure intellectual training the curriculum could be about the same for all pupils. A student either accepted and mastered Latin and mathematics or he dropped out of high school. Today we know that there is no single simple curriculum that can prepare students for life by training the mind. We know also how much students differ in capacities, aptitudes, and family backgrounds. Vocational courses are necessary, for example, not only to train employees for occupations but perhaps even more to meet many students on their own intellectual ground by providing subject matter that takes advantage of their interests and quickens their learning. There was no great problem involved of grouping so long as individual differences were ignored; but the modern high school must provide classes for slow and ready learners as well as a wide variety of studies.

Perhaps the most revolutionary discovery in psychology of learning, however, has been the principle that the more lifelike the learning situation the greater the likelihood that the learning will be applied usefully in the world outside of school. This was also an expensive discovery, since once and for all times it undermined reliance upon textbooks as the sole vehicles of instruction. To build effective individuals in terms of skills and basic knowledge, schools must examine how meaningfully they were taught as well as what they were taught. Schools cost more today, not only because there are so many more young people to be educated but because the program of instruction is so much better than it was before we knew how to teach in ways to achieve real learning.

I should like to commend the members of the California Association of Secondary School Administrators who plan to attend one or another of the workshops for principals planned for this summer at Long Beach, Los Angeles, Sacramento, and San Francisco. The list of problems that will be topics for study and discussion at different centers shows how

seriously high school principals view their tasks of leadership in the area of curriculum. Among these topics are, I understand, the following:

1. Need classes in all subject fields be of the same size? Or might it prove more efficient to teach pupils in larger groups in some subject areas?
2. Is reappraisal of so-called homogeneous grouping of pupils needed?
3. Should all classes meet for the same length of time? And daily for an entire semester or year? How can double periods be utilized to advance learning?
4. Would learning be promoted if teachers could teach a whole period, or even an entire day, without distracting interruptions of classes?
5. In a time of teacher shortages is it economical to have teachers spend time at routine tasks which might be performed by less highly trained noncertificated clerks at a lower pay scale?

These examples point out how earnestly we must all come to grips with the problems of assuring the public a maximum return in genuine learning purchasable with the tax dollar. Likewise they serve to show the administrator in the role of partner with his teachers and the public in determining the curriculum appropriate for his school and community. There is no one course of study; there is no single set of textbooks; there is no one right mode of teaching which can result in effective instruction state-wide. As James Bryant Conant has phrased the matter:

To laymen who pass judgment on the public schools one cannot repeat too often: education is a social process, our schools and colleges neither operate in empty space nor serve identical communities. Before you judge a school, analyze the families from which it draws its students, and the opportunities presented to its graduates. What may be a satisfactory curriculum for one group of pupils may be highly unsuitable for another. And the difference is often due not to discrepancies in the intellectual capacities of the students but to the social situation in which the boys and girls are placed. This in turn depends on the nature of the local community of which the pupils and their parents are a part, . . .

. . . Such facts are so obvious when stated as hardly to warrant being recorded. Those who have spent their lives wrestling with the problems of public education are so aware of them as to take them for granted. Yet until recently many . . . talked about school problems as though such facts were nonexistent, or at least of no relevance to the educator.¹

The education which the tax dollar spent on schools can buy is therefore not to be measured alone in terms of equal expenditures per pupil among communities. Money for schools buys equality of educational opportunity only as it is spent to provide the kind of instruction suited to young people in terms of the region of California in which they live with its particular cultural and occupational advantages. Persons who may become impatient with the incessant work of committees on curriculum development must be helped to realize that both the course of

¹ James B. Conant, *Education in a Divided World: The Function of the Public Schools in Our Unique Society*. Cambridge, Mass.: Harvard University Press, 1948, p. 48.

study and the materials of instruction require periodic review if they are to keep abreast of the growing population of California and to meet the changing needs of oncoming generations of youth.

Yet I would not have you jump to the conclusion that there are no settled principles of instruction, no tried and true benchmarks of teaching, to guide administrators of the public schools of California in meeting their responsibilities. In 1947 I appointed a state-wide committee to gather into a statement just such abiding principles of public education. In its three years of work it consulted with administrators, supervisors, and teachers, a task in which this Association accepted and admirably discharged major responsibilities. At length the committee drew up the publication which had received substantial endorsement from the many thousands of public school educators who participated in its formulation. In my preface to *A Framework for Public Education in California*¹ I called attention to our foremost problem in these words:

... Just as families have come to California from all parts of the country, so have many teachers from other states been added to the professional personnel of public education. These teachers represent a wide diversity in professional education and experience. Although uniformity of procedure is not to be desired in a state representing such variation in local conditions, substantial agreement on basic purposes and organization is essential to a properly coordinated state system of public education. . . . This statement includes the purposes for which schools have been created and maintained, the scope of services which should be offered, and the principles which should apply to the organization and conduct of these services.

Thus in 1950 I challenged all of us to address ourselves to the task of translating into reality the statement which we all had helped to formulate and to which we subscribed. If the education dollar is to buy genuine education for boys and girls, our essential work at present is not to fritter away our energies in rewording repetitions of our declaration of principles for the mere sake of novelty, but to buckle down to the labor of achieving in our schools the goals we set for ourselves in our original Framework for public education in California.

The point of much which I have just been saying is that the education dollar must be stretched to buy a program adapted to the age in which we are living and to the locality in which pupils and parents reside. Adaptability is an American tradition. We have become accustomed to facing upsetting conditions in our national life from the earliest period of colonization and pioneer settlements through the War of Independence from Great Britain, the Civil War and Reconstruction, two World Wars during our lifetime, down to the present world-wide tensions. What the American people want from public education has changed with advancing industrialization and urbanization, with scientific technology, and with our closer relations to the world's peoples. The times

¹ *A Framework for Public Education in California*: Prepared by the California Framework Committee, Appointed by the Superintendent of Public Instruction at the Request of the State Curriculum Commission. Bulletin of the California State Department of Education, Vol. XIX No. 6, November, 1950, p. iii.

we live in write the prescription for change in the schools' programs. This is no shallow appeal to change for the sake of change, since schools tend to be conservative and to cling to familiar practices long after they have been outworn. Valid change is based upon improvements in meeting perennial needs in terms of the social and economic conditions in which they now appear.

It is to be kept in mind that adaptation of high school instruction comes only through the work of individual administrators and teachers. No legislation by itself can give us better public education; laws only give us opportunity to do better. Nor is it something to be effected by edict of a state department of education or central curriculum staff of a district. Adaptation results from the conviction of many workers in education who put their hearts and heads together to bring more effective public education. The significant leadership of the secondary school administrator is at once apparent if his teachers are to share his vision and find means to realize their common goals.

To our former list of questions with which you high school principals propose to concern yourselves this coming summer perhaps should be added the following:

1. Should there be an extension of time given to schooling through a lengthened school year? Should better use be made of summer vacation periods?
2. Does every year of schooling represent more intensified education so as to challenge every pupil to fullest exercise of his increasing powers? Are pupils with special talents sought out and their talents cultivated?

Earlier in this talk I mentioned the role of the administrator as partner with teachers and the public in finding the most appropriate curriculum for their school which can be purchased with the education dollars available. I hasten to add that the public includes both parents and the pupils themselves. In secondary schools one of the great potential resources for educational adaptation still largely untapped is the student body. Many fumbling attempts in the direction of giving students practice in governing themselves have been tried from time to time. In my opinion we have often misled ourselves and them by copying in school the forms of institutions devised for the community, state, and nation. In other words, instead of a student court I am suggesting that a council on school citizenship might be a more sensible vehicle for maturing students to accept and discharge responsibility for their own conduct. The mere copying of adult instruments such as the jury, prosecutor, and trial judge may not tend to build attitudes of respect for necessary law and self-reliant citizenship. Students are, however, members of families while in school and already active units of their community. In high schools young people should become aware of the mission of

public education with respect to their individual development and informed about the paramount position of public schools as an agency for upgrading the level of community living. As the *Framework for Public Education in California* states the matter:

The school and community are inseparable. The program of instruction derives vitality and purpose from the resources of the community and in turn lifts and enriches the level of life in the community. . . .¹

The education dollar will buy more genuine education when the parents are helped to become informed and given opportunity to choose, among alternatives in instruction, those studies and programs for their own high school which more accurately conform to their aspirations for their children. The members of boards of education are busy people; by themselves they cannot be expected to do the whole job of raising public understanding of what better schools can achieve for youth. In the ordinary course of events it is even difficult for them correctly to analyze the trends of thinking in the community. Clearly this is a task for the administrator with the faculty face to face with their parents and pupils. It is a duty that the educator owes to his district trustees.

While we are talking about partnership with parents let us not fail to impress upon the public a limitation inherent in schooling. Schools supplement the rearing of young people in families; they are substitutes for good homes; home and school must work together to bring youth to manhood and womanhood. Just now I am not thinking of broken homes nor parents whose conduct as adults or toward their children is reprehensible. I am saying that many so-called good homes today fall short of meeting their responsibility for the moral and social growth of children. This is due to the present pattern of American living. Formerly there were commonly housed in one home several generations of family members, as one or more grandparents, parents, and children. On Sundays and holidays, too, the aunts and uncles assembled with the host of young people of all ages. They ate and sang and talked together. In such a setting children learned almost unconsciously a sense of history, of family solidarity, and of responsibility in give and take and courtesy and manners.

Today the tendency is to separate the age groups both in play and at work. People do not talk; they look at television. Kinfolk are not so likely to congregate as to disperse in automobiles about a wide space of countryside. A movie never can impart the sense of human continuity that a grandfather is able to give. In other words, some of our best homes are sterile as laboratories for wholesome adolescent development. The friendly, warm environment of a school can help in this situation but it cannot replace parents and home in the life of children. A central task, then, of the school administrator is to see that the education dollar

¹ A *Framework for Public Education in California*, p. 27.

buys some instruction for parents so that they may reinforce at home the work of the school.

There may set in a counter-tendency born out of the awful situation in which the free world finds itself opposed to communism. Unless matters radically change for the better in ways not now evident, the United States for years to come must stand ready to defend itself and its allies of democratic nations. Americans also must face the prospect of our country becoming at any instant the battleground of savage attack. Airplanes and guided missiles with atomic warheads put every place in imminent danger. Every community and every family must learn self-help and reliance upon itself in this situation, should it suddenly be isolated in war or be called upon to participate in mass evacuation of population.

The U. S. Office of Education and the Federal Civil Defense Administration have called upon California, Connecticut, and Michigan as pilot states to engage in study of the problems of civil defense as an integral part of school curriculum for young people and adults. The stern exigencies of modern warfare inflicting its utmost brutality upon children and youth demands a submission to authority which has been unfamiliar to Americans throughout the entire course of our national history. It is not a passive, unreasoning submission which is urgently required, however, but a positive acceptance of responsibility by every individual and family.

The directions which civil defense must take are not yet clear. Let us hope that we can buy time enough through diplomatic means to bring home defense abreast of advances in military arms. But if back-yard home shelters should become in order, families will have to practice living together in the close proximity which used to be commonplace in log cabin days. On the other hand, if evacuation appears to be the only feasible defense, Americans will have to learn some ways of the nomads and become expert in the improvisations of bivouac. In many cases, first aid and driver training assume new importance when older high school students may be called upon at any moment to help save lives and drive makeshift ambulances. Likewise, fire prevention education may be the means of saving a whole community from the destruction of a "fire storm" which causes more deaths from oxygen starvation than directly from conflagration. Back-yard gardens will come into their own as a food resource, with the likelihood that services of distribution may be interrupted for shorter or longer periods of time. In all of these efforts, as well as in home sanitation when sewers fail and drinking water no longer comes through pipes, or in plane spotting, young people will have a necessary part. It is the business of secondary schools to be receptive to the rapid adaptations which may be required and inventive in instruction when the survival of students, community, and nation can well be at stake.

Yet all our most careful preparations to insure the survival of ourselves and of our country will come to naught unless we hold fast to our convictions of an American way of life. Public education must proceed with its adaptations to critical situations, not through fear of horrid consequences but sustained by a positive and abiding faith in its historic mission as "the chief instrument for achieving the goals of American democracy."¹ The very existence of a United States of America throughout 179 years of our nationhood has shown repeatedly that we represent the authentic revolution of the human spirit in contrast to which the claims of communism that it represents a "new order" are deliberate deception and stark reaction. At the very birth of this nation our Declaration of Independence proclaimed:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. . . .

For successive generations Americans have reaffirmed our political creed and realized notable advances toward the social and economic achievements implicit in it. Those 56 words constitute to us and to all mankind at once a hope and a challenge. They are more revolutionary than anything ever said by Marx or Lenin or Stalin and their successors. As educators we need to accept them literally and without reservation. We should practice in our schools what we preach to our students and communities—boldly, and literally, and without qualification. It is for us in public education of all people to rescue and renew the ideals of "freedom," "liberty," and "democracy" which the hypocrisy of communism has tried to distort and tarnish and render shopworn for its own evil ends.

I want to say a final word about the religious foundations of our Republic and our system of free public education. It is no afterthought that we have inserted into our pledge of allegiance ". . . one nation *under God*, indivisible . . ." We have only sought now to make evident for all the world to hear what we have always accepted as the truth about American faith in a guiding Providence. Any persons who mistakenly assail the public schools as godless because they permit no church control simply exhibit ignorance of American history and character. The Constitution of the United States has wisely safeguarded our government and citizens from possible insidious attempts at encroachment by any ecclesiastical organization which might seek in the guise of religion to extend its authority politically over the lives and persons of humankind. Article Six, Section Three, of the Constitution declares that "no religious test shall ever be required as a qualification to any office or public trust under the United States." And the first amendment,

¹ *A Framework for Public Education in California*, p. 1.

of the ten commonly known as the Bill of Rights, further states that "Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof; . . ."

In 1803 in the famous case of *Marbury versus Madison*, Chief Justice John Marshall took occasion to remark that

. . . the people have an original right to establish, for their future government, such principles as, in their opinion, shall most conduce to their own happiness, is the basis on which the whole American fabric has been erected. . . . The principles, therefore, so established, are deemed fundamental. And as the authority from which they proceed is supreme, . . . they are designed to be permanent.

To note the disastrous consequences of church domination of government or of state control of religion one has but to make reference to the unhappy events of recent decades in fascist Italy, Franco's Spain, or Communist Russia. The American Republic has made individual human liberty its cornerstone because its founders rejected final solutions and believed that we must keep on making history. They knew that not only is uncertainty the commonest condition of human living, but it is likewise a necessary condition of freedom and conscience. Their faith in democratic institutions rested upon a conviction that when men are free to think and to make up their own minds, they will become responsible citizens. They believed that human experience is a spiritual reality that includes things unseen which nevertheless have entered into the hearts of men.

Public education is founded upon the Christian principles that life is purposeful under God and history meaningful. It seeks to build dignity and integrity in youth. Its whole aim is moral and spiritual, for representative government cannot be realized except among free men and women of character and conscience. To impugn the purposes of the public schools is to attack by indirection the basic institutions of this Republic, since public education is the instrument a democratic people use to assure itself loyal and conscientious citizens.

The needs of California today challenge the secondary school administrator to employ his utmost skill as leader of his faculty and in the community. Each secondary school must strive to provide a program of studies suited to the range of abilities of students and in harmony with the demands the state and nation make upon our citizens. Within the Framework of purposes and principles we have set forth, each locality must work to make its necessary adaptations.

Public education is not a luxury afforded by a generous state to young people and adults, but constitutes an essential schooling for citizenship to assure the moral and material stability, and especially in these days, the survival, of our people. Within the ranks of our profession we are

confident that there are the resources of courage, imagination, and experience necessary to meet the challenge communism poses to free, representative government. Yet we realize that the mission of the public schools is not merely to counter this grim threat to our American way of life, but to continue as in the past with growing effectiveness to preserve our liberties and national hardihood. In a spirit of devout trust in God and humble consciousness of our responsibilities for world leadership, we earnestly propose to use the education dollar to buy the kind of public instruction appropriate for Americans in this generation.

THE GOVERNOR'S CONFERENCE ON EDUCATION

MRS. JANE HOOD, *Assistant to the Superintendent of Public Instruction*

The Governor's Conference on Education will be held in Sacramento September 30 and October 1, 1955. This event is part of a national plan to focus citizen interest on local, state, and national problems of education through state conferences to be followed by a White House Conference on Education in Washington, November 28 to December 1, 1955. It offers lay citizens and educators an opportunity to identify, discuss, and seek solutions to their educational problems.

The following questions are to be considered at the Governor's Conference on Education:

1. What should our schools accomplish?
2. In what ways can we organize our school systems more efficiently and economically?
3. What are our school building needs?
4. How can we get enough good teachers—and keep them?
5. How can we finance our schools—build and operate them?
6. How can we obtain a continuing public interest in education?

The honorary chairman of the Governor's Conference on Education is Governor Goodwin J. Knight; the honorary vice-chairman is Superintendent Roy E. Simpson. The Governor has appointed Gardiner Johnson, for a number of years chairman of the Education Committee of the Assembly, as conference chairman, and Mrs. P. D. Bevil, formerly President of the California Congress of Parents and Teachers, as vice-chairman. Harold B. Roberts, Dean of Educational Services at Sacramento State College, is serving as Conference Co-ordinator. The Executive Committee of the California Education Study Council is the conference planning committee.

WHAT IS THE GOVERNOR'S CONFERENCE ON EDUCATION?

The Governor's Conference on Education is a part of a national plan to stimulate wide interest in education and to arouse citizens to their responsibility for the improvement of schools.

Lay people who represent their communities as well as state-wide groups and organizations, and professional educators will be asked to reassess the problems of education to discuss them and to make recommendations for their solution.

The President of the United States proposed these conferences and stated in a message to Congress in February, 1955, "Education must

always be close to the people: a careful reassessment by the people themselves of the problems of education is necessary, and with full realization of the growing financial difficulties that school districts face." He indicated that this proposal conforms to the historic principle of self-reliance, the primary responsibility for education resting on the states and with local communities, and concluded by saying: "The conferences on education now underway will, I believe, arouse the American people to a community effort for schools and a community concern for education, unparalleled in our history."

These statements highlight the central idea underlying the plans for the conferences. It is expected that the recommendations from discussion groups in state conferences will be utilized in the White House Conference that follows. It is the function of the state conferences and the White House Conference on Education to provide the machinery whereby citizens can improve education by joint study and planning, and to facilitate the mobilizing of resources to develop action programs; to decide what needs to be done and how to do it.

HOW DID THE CONFERENCE ON EDUCATION COME TO BE?

A report on "Background Information" which was received in California in September, 1954, from the U. S. Office of Education presents some of the major problems and conditions that led to the legislation authorizing these conferences. This report identifies the following five problems in American education as crucial and includes the comments quoted here.

1. THE RAPIDLY INCREASING NUMBER OF CHILDREN TO BE EDUCATED

"The increasing numbers of school age children and the larger percentages of children remaining in school, are loading schools very heavily now, and are likely to continue to do so in the future. These two factors have swollen school enrollments by more than 6 million between 1930 and 1953. This rising wave of people to educate is a clear call to action. If we meet the individual and collective challenge these millions of young people constitute, we must provide the kind of education which develops in each youth the skills and insights to make him a productive citizen in a free republic."

2. OUR WASTE OF MANPOWER

"With adequate financing of education we should not now be facing tragic wastes of manpower which arise from illiteracy and drop-outs from school. We are short of trained manpower in many fields: we need more scientists, we need more doctors and dentists, we need more teachers. At the same time we need educated citizens who could contribute fruitfully to the complex demands a free society imposes on men of good will to act wisely for the common good. One way to show the extent of loss of potential trained manpower in the nation is to study the records of those who drop out of school. It is found that they are not necessarily the stupid ones. We lose each year hundreds of thousands of able youngsters. This loss is a serious handicap. Steps are being taken to improve the drop-out situation, and progress is being made; but this is a continuing problem which requires continuing attention."

3. SECURITY IN THE UNITED STATES

"Security in the United States depends upon trained personnel and technological superiority rather than numbers of population. The security of this country and the hopes of a free world depend in great measure upon the character, the ideas, the ingenuity and the competence of each successive generation of young people."

4. THE INADEQUATE NUMBER OF SCHOOL BUILDINGS

"Providing the necessary school buildings and equipment is complicated by past inaction. Today we do not start at scratch. Instead we have a deficit problem on our hands. The present construction rate of classrooms will have to be nearly tripled if we expect to provide adequate and satisfactory school housing for American boys and girls during the next five years."

5. INCREASING SHORTAGES OF PREPARED TEACHERS

"Maintaining an adequate supply of well-prepared teachers is one of our most pressing responsibilities. We cannot buy able and devoted teachers as we can buy classrooms. We must recruit more teachers and we must take steps to see that every teacher is used as effectively as possible. Unless we develop our teacher resources, we run the risk of short-changing a whole generation of students and the future of our nation."

Consideration of these conditions affecting American education reveals the urgency of these educational problems and the need for the people of the United States to have the facts, understand the problems, and to develop programs of effective action. It was concluded that study is necessary to make citizens realize the importance of immediate and continued action and of the need for agencies that contribute to a well-educated nation.

The President requested and the 83rd Congress passed on July 26, 1954, Public Law 530, authorizing state conferences across the nation and in Alaska, Hawaii, Puerto Rico, and the Virgin Islands, and the White House Conference on Education that is to follow. The sum of \$900,000 has been appropriated for the conferences, of which \$700,000 is for grants to the states, and allocated on a population basis. California has received \$49,155 for the Governor's Conference on Education.

The number of participants from each state who will be invited to attend the White House Conference is based on population. The national committee tentatively plans for an attendance of approximately 2,000 persons. Seventy per cent of these participants are to be selected by the states and territories. The remaining 30 per cent of the participants are to be representatives of organizations which have taken part in the conference programs, members of Congress with legislative responsibility for education, foreign observers, and others selected by the committee. Under this plan of selection California is entitled to 98 delegates to the White House Conference on Education.

The law specifies that these meetings are to be "broadly representative of educators and other interested citizens from all parts of the nation" and that conferences are to "consider and report to the President on significant and pressing problems in the field of education."

HOW DOES THE GOVERNOR'S CONFERENCE ON EDUCATION RELATE TO THE WHITE HOUSE CONFERENCE ON EDUCATION?

The Governor's Conference on Education and the White House Conference on Education are part of a national plan of conferences. Conferences in each state of the union will be followed by the national conference, where recommendations from the state conferences will be considered and brought together in a single report to the President.

An organizational pattern which has been developed by the national committee for the White House Conference is available to the states who wish to use it, although the states are free to select any problems they wish to include in their state conferences, and to reach their conclusions on all matters considered.

Six areas for study have been defined by the national committee; facts in each area are being assembled and study questions formulated by national subcommittees working in each of these areas. Other services and resources are also available to the states, including a monthly newsletter which reports on planning for the White House Conference and serves as a clearing house of information about the various state conferences. A workbook for use of citizens in educational conferences has been produced.¹ Field representatives and committee members in some states are serving as speakers and consultants.

In California the planning committee has decided to follow the plan for the national conference in content, in committee structure, and in as far as is feasible in conference organization. It is assumed that by adhering to this plan the state conference can make the most effective use of the resources provided by the national planning committee and also that the recommendations evolved in the state conference in California may be most fully utilized through this means.

WHAT WILL BE DISCUSSED?

The six areas of study that define the content of the White House Conference on Education were determined by the national committee, in accordance with a decision its members made early in their deliberations on the scope of this conference. The following resolution was adopted by the committee:

It is recognized that education, interpreted broadly, includes education from early childhood through adult level, as provided in the homes, schools, church, and many other institutions, public and private. . . .

The most immediately pressing problems are to be found in the elementary and secondary schools, since they are already faced with the great increases of enrollment which will not affect post high school institutions until later. For this reason the conference will give primary attention to the broad and general problems of elementary and secondary school education, but will consider these problems in relation to our total system of education from elementary schools through the university, and concentrating on elementary and secondary education. The conference will seek a comprehensive view of our entire

¹ *Citizens' Workbook for Educational Conferences*. Washington 25: White House Conference on Education (Health, Education and Welfare Building, South), 1955. Pp. 16.

educational system, and may wish to recommend subsequent studies of those points of the system which may not have been adequately covered in the limited one-year study.

The following questions under each of the six areas of study have been developed by national subcommittees. These questions constitute the major part of the content in the *Citizens' Workbook for Educational Conferences*,¹ recently released and made available for use in the state conferences as well as community groups.

What Should Our Schools Accomplish?

1. What knowledge, skills, and ideals should the schools provide students before they graduate in our State? In our community?
2. What aspects of education are the responsibility of (a) the home? (b) the church? (c) the community?
3. What aspects of education are the responsibility of the schools?
4. What special emphasis, if any, should be placed on education for the exceptionally able student, the handicapped, or others? Why?
5. When should public-supported education begin and end in our State? In our community?
6. To accomplish the goals we have set for our schools, what should be the respective responsibility of (a) the local school district? (b) non-public schools? (c) the State? (d) the Federal Government?

In What Ways Can We Organize Our Schools More Efficiently and Economically?

1. How may our schools (public, non-public) be organized for greater efficiency and economy?
2. Has reorganization been encouraged in recent years in our State? In our community? Should it be?
3. What obstacles has reorganization encountered in our State? In our community?
4. Does our State Department of Education set minimum standards for school districts to meet (geographic size, enrollment, financial support, etc.)? How many districts do not meet these standards? Does ours?
5. What should be the function of the board of education and the superintendent of schools in (a) the community? (b) the county? (c) the State?
6. What should be the function of the United States Office of Education?

What Are Our School Building Needs?

1. How many additional classrooms with related facilities are needed NOW and in the next five years in our State? In our community? What standard did we use for number of pupils per classroom?
2. How many and what percentage of the school buildings in our State are fire hazards? In our community?

¹ *Citizens' Workbook for Educational Conferences*. Washington 25: White House Conference on Education (Health, Education and Welfare Building, South), 1955. Pp. 16.

HOW DOES THE GOVERNOR'S CONFERENCE ON EDUCATION RELATE TO THE WHITE HOUSE CONFERENCE ON EDUCATION?

The Governor's Conference on Education and the White House Conference on Education are part of a national plan of conferences. Conferences in each state of the union will be followed by the national conference, where recommendations from the state conferences will be considered and brought together in a single report to the President.

An organizational pattern which has been developed by the national committee for the White House Conference is available to the states who wish to use it, although the states are free to select any problems they wish to include in their state conferences, and to reach their conclusions on all matters considered.

Six areas for study have been defined by the national committee; facts in each area are being assembled and study questions formulated by national subcommittees working in each of these areas. Other services and resources are also available to the states, including a monthly newsletter which reports on planning for the White House Conference and serves as a clearing house of information about the various state conferences. A workbook for use of citizens in educational conferences has been produced.¹ Field representatives and committee members in some states are serving as speakers and consultants.

In California the planning committee has decided to follow the plan for the national conference in content, in committee structure, and in as far as is feasible in conference organization. It is assumed that by adhering to this plan the state conference can make the most effective use of the resources provided by the national planning committee and also that the recommendations evolved in the state conference in California may be most fully utilized through this means.

WHAT WILL BE DISCUSSED?

The six areas of study that define the content of the White House Conference on Education were determined by the national committee, in accordance with a decision its members made early in their deliberations on the scope of this conference. The following resolution was adopted by the committee:

It is recognized that education, interpreted broadly, includes education from early childhood through adult level, as provided in the homes, schools, church, and many other institutions, public and private. . . .

The most immediately pressing problems are to be found in the elementary and secondary schools, since they are already faced with the great increases of enrollment which will not affect post high school institutions until later. For this reason the conference will give primary attention to the broad and general problems of elementary and secondary school education, but will consider these problems in relation to our total system of education from elementary schools through the university, and concentrating on elementary and secondary education. The conference will seek a comprehensive view of our entire

¹ *Citizens' Workbook for Educational Conferences*. Washington 25: White House Conference on Education (Health, Education and Welfare Building, South), 1955. Pp. 16.

educational system, and may wish to recommend subsequent studies of those points of the system which may not have been adequately covered in the limited one-year study.

The following questions under each of the six areas of study have been developed by national subcommittees. These questions constitute the major part of the content in the *Citizens' Workbook for Educational Conferences*,¹ recently released and made available for use in the state conferences as well as community groups.

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¹ *Citizens' Workbook for Educational Conferences*. Washington 25: White House Conference on Education (Health, Education and Welfare Building, South), 1955. Pp. 16.

3. How many and what percentage of the school buildings and school grounds in our State meet the requirements of our State? In our community?
4. What is our State doing to meet the State problem?
5. What is our community doing to meet our local problem? Is it enough? Is it soon enough?

How Can We Get Enough Good Teachers—And Keep Them?

1. What is a "good" teacher?
2. Is there a shortage of good teachers in our State? In our community? What are the reasons for the shortage? Does the number of teacher recruits from our community balance our need for new teachers?
3. Is there any co-ordinated program in our State to encourage young people to make a career of teaching? In our community?
4. What institutions of higher learning in our State prepare teachers? Are they preparing all they can?
5. Do those who are prepared actually teach? Where?
6. What conditions and factors are important in retaining good teachers? Do they exist in our State? In our community?
7. What demands do we make of teachers in our State? In our community?
8. Are we making the most efficient use of the professional talents of the teachers we have?

How Can We Finance Our Schools—Build and Operate Them?

1. To what extent has the amount expended for education during the last 30 years changed in our State? In our community (in total and per pupil)?
2. During this period, where has the money expended come from (locality—the State—the Federal Government)? How have the ratios changed?
3. What tax sources have been used for education, during this same period, in our State? In our community?
4. How much would it cost to provide the kind of education we want now and in 1960 in our State? In our community?
5. What obstacles, if any (such as debt and tax limitations, unrealistic assessment practices, etc.), have prevented us from obtaining from present tax sources the amount of money needed in our State? In our community? How can these obstacles be overcome?
6. Could the amount needed be provided from present revenue sources in our State? In our community?
7. Should new sources or types of revenue be made available to our State? To our community? If so, what sources?
8. What are the financial needs of the private and parochial schools in our State? In our community?
9. What should be the financial responsibility for education of (a) the local school district? (b) the State? (c) the Federal Government?
10. If there is a financial responsibility on the part of the State and/or Federal Government, how should the money be raised? How should

it be apportioned? What supervisory powers, if any, should be exercised by the State or Federal Government over the money so apportioned?

How Can We Obtain a Continuing Public Interest in Education?

1. Is there a constructive public attitude toward the schools in our State? In our community? If so, how is it expressed? If not, how can it be obtained?
2. What organizations (educational and lay) concern themselves directly with the schools in our State? In our community? What other organizations should?
3. Do these organizations foster broad public interest in and knowledge of the schools at the State level? At the community level? If so, how?
4. Are the efforts of these organizations co-ordinated in our State? In our community? Should they be?
5. What contributions are made by mass communication media (newspapers, radio, TV, etc.) toward developing a constructive public interest in education?

Following the pattern of the White House Conference on Education, subcommittees in each of these areas have been appointed in California to adapt these questions to educational needs and problems in this state, to formulate additional questions as needed, and to prepare resource materials for use in the Governor's Conference on Education.

California is represented on the national subcommittees by Mrs. Rollin Brown, president-elect of the National Congress of Parents and Teachers, and by James C. Stone, Specialist in Teacher Education, State Department of Education. Mrs. Brown is serving as chairman of the Committee on "How Can We Get Enough Good Teachers—and Keep Them?" Dr. Stone is a member of this same committee. The following list of subcommittees for the California conference identifies the persons who have accepted appointments on these committees:

CALIFORNIA SUBCOMMITTEES

WHAT SHOULD OUR SCHOOLS ACCOMPLISH?

- Chairman:** Mrs. A. Kenneth Spencer, President, California Congress of Parents and Teachers
- Temporary Chairman:** Mrs. C. H. Culbertson, Chairman, Education Committee, California Congress of Parents and Teachers
- Vice-Chairman:** Max Osslo, Vice President, California State Federation of Labor, A. F. of L.
- Consultant:** I. James Quillen, Dean, School of Education, Stanford University

IN WHAT WAYS CAN WE ORGANIZE OUR SCHOOL SYSTEMS MORE EFFICIENTLY AND ECONOMICALLY?

- Chairman:** Adrien Falk, President, S. & W. Fine Foods
- Vice-Chairman:** John Cotton, California Real Estate Association
- Consultant:** George H. Geyer, Associate Superintendent, San Diego City Unified School District

WHAT ARE OUR SCHOOL BUILDING NEEDS?

- Chairman:* Harry J. Devine, Architect, Sacramento
Vice-Chairman: John F. McGinnis, Director, Education Housing Section, Los Angeles City School Districts
Consultant: William J. Briscoe, Professor of School Administration, University of California, Los Angeles

HOW CAN WE GET ENOUGH GOOD TEACHERS AND KEEP THEM?

- Chairman:* Mrs. C. D. Benninghoven, State Education Committee, American Association of University Women
Vice-Chairman: Mrs. Elizabeth Hudson, President, California School Boards Association
Consultant: James C. Stone, Specialist in Teacher Education, State Department of Education

HOW CAN WE FINANCE OUR SCHOOLS?

- Chairman:* Allen Grant, Director, California Farm Bureau Federation
Vice-Chairman: Frank M. Wright, Associate Superintendent of Public Instruction, and Chief, Division of Public School Administration, State Department of Education
Consultant: Edgar L. Morphet, Professor of Education, University of California, Berkeley

HOW CAN WE OBTAIN A CONTINUING PUBLIC INTEREST IN EDUCATION?

- Chairman:* Mrs. Frank Wherry, Education Chairman, California Federation of Women's Clubs
Vice-Chairman: J. L. Rosenberg, Editor, The Sacramento Union
Consultant: Irving R. Melbo, Dean, School of Education, University of Southern California

HOW IS THE CONFERENCE BEING PLANNED?

The planning and organization of the Governor's Conference on Education follows closely the planning of the White House Conference, in which the first step was the appointment of a committee widely representative in its membership, and composed predominantly of lay people, with a ratio of two lay members to one educator. The committee appointed by President Eisenhower is made up of individuals with interest in business, agriculture, industry, labor, education, publishing, and other fields, and of professional educators.

The Governor of California invited the California Education Study Council to serve as a planning group for the conference in this state. The composition of the Council resembles that of the national committee. The following organizations were charter members:

CALIFORNIA EDUCATION STUDY COUNCIL

American Association of University Women (State Branch)
California Congress of Parents and Teachers
California Council of Architects
California Farm Bureau Federation

California Federation of Women's Clubs
California Industrial Union Council
California Real Estate Association
California School Boards Association
California State Chamber of Commerce
State Federation of Labor
State Junior Chamber of Commerce
California Taxpayers Association
League of Women Voters of California
National Association of Manufacturers, Western Division
California Association of School Administrators
California Association of Secondary School Administrators
California Elementary School Administrators Association
California Teachers Association

The California Education Study Council was formed in 1953 at the request of representatives of a number of state-wide lay and professional organizations interested in education. In addition to its membership, which is broadly representative of the people of California, it is also well oriented in important segments of the proposed content for these conferences. Under the chairmanship of Mrs. P. D. Bevill, a past president of the California Congress of Parents and Teachers, it has devoted considerable time to reports and discussion on school finance, school construction, and recruitment of teachers.

The California Education Study Council delegated planning responsibilities to its Executive Committee, which took the following actions in planning meetings held in March and April, 1955: A tentative operations chart for the conference was developed and accepted by the Council. The date and place for the conference was set. The six areas for study as set forth for the White House Conference on Education were adopted for the Governor's Conference on Education in California. The committee organization as established by the White House Conference for preparing resource materials for the study areas was adopted. Committees were appointed to make recommendations on (a) budget, (b) composition and duties of study committees, (c) selection of conference staff, and (d) apportionment of delegates. On the recommendation of the committee on selection of conference staff the services of Harold B. Roberts as Conference Co-ordinator were secured.

An important task just ahead is the developing of a conference design that will insure full participation of those attending the California Conference on Education. Special consideration has been given to this problem in the conference design already proposed for the White House Conference on Education, where discussion groups are to be limited to 11 members with alternates available to insure a group of this size. Addresses, panels, and other "talk-to" sessions are to be held to a minimum, both in number and duration, and the major part of the time is to be spent in these small meetings where full participation of all delegates is anticipated. The large general meetings are to be primarily for directing and reporting.

Study groups are to be composed of lay members who represent the varying viewpoints about education in their communities and states and of professional educators who represent various aspects of education. Elementary education, secondary education, vocational education, special education, adult education, as well as special areas of professional responsibility, are also to be represented through members who are classroom teachers, administrators, supervisors in elementary and secondary schools, and staff members from teacher-education institutions. It is assumed that study groups composed of individuals with varying viewpoints and functions in education will introduce these interests in the discussion and reflect them in the proposals and recommendations that are made.

In preparation for the Governor's Conference on Education, regional meetings have been encouraged by the California Education Study Council through their respective member organizations. The programs of conventions and conferences held regularly by some professional organizations are also being utilized to give background information and to enlist interest and participation in study and discussion of the central issues to be considered. Follow-up conferences are being planned in some states, suggesting still another possibility for local conferences in California.

WHO WILL PARTICIPATE IN THE GOVERNOR'S CONFERENCE ON EDUCATION?

Public Law 530 stipulates that the state conferences and the White House Conference shall be "broadly representative of educators and other interested citizens from all parts of the nation." The White House Committee has suggested the following principles for the selection of delegates to the state conferences on education:

1. There should preferably be two or more noneducators to one professional educator.
2. As a group the delegation should be as diversified as possible in terms of economic, social, political, religious, and racial backgrounds.
3. The group should not be predominantly of one single interest in education, such as school facilities, curriculum, finance, or teachers.
4. One alternate for each delegate should be named to act as a substitute if for any reason the delegate is unable to attend.

The following recommendations were also made regarding the selection of delegates:

1. It is desirable to have a state selection committee.
2. It would be extremely undesirable to have selection made by a single individual, whether it be the Governor, the chief state school officer, or the Chairman of the State Conference Committee.
3. Criteria should be agreed upon by the committee before the delegates are selected.
4. The person designated by the Governor to be responsible for funds received under Public Law 530 should also be responsible for attesting to the White House Conference Committee the names of participants from California.

WHAT WILL BE REPORTED?

The final report to the President will be prepared by subcommittees of the national planning committee for the White House Conference. The content will be drawn from three sources: (a) reports from the state conferences; (b) reports from the White House Conference; (c) the independent studies of the subcommittees.

Since the entire program of conferences is conceived on the basis of public participation and understanding, reporting may well be done in a manner that will make the material of value for public consumption and for reference, study, and discussion in the organizations and communities represented by the delegates to the national conference.

An interesting aspect of the plan for reporting the White House Conference on Education is a nationally televised program on the evening of the second day of the conference to report to the nation what has happened during the first two days of the conference and to indicate what will be done on the following day.

The recommendations and proposals growing out of the work of the discussion groups of the Governor's Conference on Education will be summarized, and reports will be prepared by the subcommittees working in each study area, with staff assistance as needed. Presumably each delegate to the White House Conference will go to Washington with a copy of the report of his own state conference, together with a copy of the report of the six subcommittees of the national committee. These two reports may not coincide in all details, either in the scope of the topics or the conclusions reached, but it is expected that the content of these reports will fall within the categories defined by the six discussion areas.

SURVEY OF TEACHER'S WORK WEEK IN CALIFORNIA ELEMENTARY SCHOOLS

Prepared in the BUREAU OF EDUCATION RESEARCH by
Henry W. Magnuson, *Chief*; Carl A. Larson, *Consultant*; Thomas A.
Shellhammer, *Consultant*; and Peter J. Tashnovian, *Consultant*

A survey of the teacher's work week in California elementary schools was initiated under the joint sponsorship of the California State Department of Education and the California Teachers Association. The data for this survey were obtained as of April 21, 1950, and were compiled and analyzed by staff members of the Bureau of Education Research of the California State Department of Education.

Surveys of teachers' work weeks in California junior colleges and high schools were conducted at the same time. A report of the junior college survey was published in April, 1953.¹ The high school survey report was published in August, 1954.²

SCOPE OF THE SURVEY

The survey included 26,454 full-time teachers employed in the public elementary schools of California. All of the 58 counties in the state were represented in the study. In this report actual practices are presented. No attempt has been made to evaluate these practices by relating them to any standards of class size or length of work week. Each of the teachers included in this study completed a questionnaire from which information was obtained about the number of hours spent in a typical week of teaching and other school duties and related activities, both assigned and unassigned.

As in the two earlier surveys, the information was arranged under general headings: (1) "instructional time," which included time spent in classroom teaching; (2) "noninstructional assigned time," which included regularly assigned time spent in supervision of study hall, home room, and library, in preparation period, in counseling, in supervision of student activities, and in curricular and administrative duties; and (3) "other noninstructional duties," which included time spent in planning and preparing the day's work, clerical work, conferences with staff members, conferences with students or parents outside the regular school day, in-service education such as workshops and faculty meetings, extra-curricular activities such as advising student clubs, supervision of yards

¹ "Survey of Class Size and Teacher's Work Week in California Junior Colleges," *California Schools*, XXIV (April, 1953), 115-31.

² "Survey of Teacher's Work Week in California High Schools," *California Schools*, XXV (August, 1954), 339-355.

and hallways, and school-community service such as co-operation with parent-teacher associations.

Only full-time teachers were included in this study. The 26,454 questionnaires which were completed and returned were treated in three groups. The largest group (24,497) consisted of replies from those teachers who taught all the subject matter to their classes. A small number of teachers—1,804 (less than 7 per cent)—reported that their teaching was confined to classes in one or two subject fields that they taught in all the grades in their schools in which those subjects were taught. A very few of the replies—153, or approximately 0.6 per cent—were from teachers who spent part of their work week teaching all the subject matter to one grade or group and the remainder of the week teaching one or two subjects to pupils of many grades.

Of the 24,497 elementary school teachers who taught all of the subjects in their classes, 19,953 were "single-grade" teachers who taught at one grade level only, while 4,544 were "multi-grade" teachers who taught all the subject matter in more than one grade.

The central tendency in the frequency distribution prepared from the data obtained in this survey is shown in each case by the midpoint or median. In addition, the distributions are shown by quartiles and quartile deviations.

FINDINGS OF THE SURVEY

I. LENGTH OF WORK WEEK

The median length of work week for the 26,454 full-time teachers included in this study was 42 hours and 21 minutes. One-fourth of the 26,454 teachers worked approximately 38 hours or less per week. One-fourth worked approximately 47½ hours or more per week. It may be concluded from the semi-interquartile range of 4 hours and 43 minutes that the working day for the majority of teachers varied less than an hour from the median.

The median amount of time spent by teachers in classroom instruction and in noninstructional assignments which included regularly assigned hours spent in supervision of study hall, home room, and library, in preparation period, in counseling, in supervision of student activities, and in curricular and administrative duties, was 23 hours and 22 minutes per week. The median amount of time spent in unscheduled noninstructional duties performed during and after regular school hours was 19 hours and 49 minutes per week.

The median length of work week of 24,497 "single-grade" and "multi-grade" teachers in elementary schools was 42 hours and 24 minutes per week. This was 40 minutes longer than the 41 hours and 35 minutes reported as the median for 1,804 teachers who taught only in one or two subject fields. For the 153 teachers included in this study who combined

the teaching of many subjects to one class with the teaching of one or two subjects to many grades, the median length of work week was 43 hours and 6 minutes.

The lengths of work week by type of teaching assignment, shown by quartiles, medians, and quartile deviations, are presented in Table 1. These data are presented for each of the three groups of elementary school teachers included in this study: (1) those who taught all subjects to their classes, by grade taught; (2) those who taught only one or two subjects to many grades, and (3) those whose programs combined these two kinds of assignments.

From the data in Table 1 it may be observed that the third group having combined assignments worked a slightly longer week than the other two groups, who taught only one or two grades, or one or two subjects. The median work week for teachers who taught only one

TABLE 1

MEDIAN LENGTH OF WORK WEEK OF FULL-TIME ELEMENTARY SCHOOL TEACHERS, BY TYPE OF TEACHING ASSIGNMENT, WITH Q_1 , Q_3 , AND Q OF DISTRIBUTION

Teaching assignment	Number of teachers	Q_1	Median	Q_3	Q
		Hrs. Mins.	Hrs. Mins.	Hrs. Mins.	Hrs. Mins.
Kindergarten, A.M.-----	374	31 : 15	36 : 27	42 : 38	5 : 42
Kindergarten, P.M.-----	278	36 : 25	36 : 58	41 : 45	4 : 40
Kindergarten, A.M. and P.M.---	1,255	36 : 50	40 : 46	46 : 02	4 : 36
First grade-----	4,224	36 : 08	40 : 14	44 : 50	4 : 21
Second grade-----	3,336	36 : 38	40 : 32	45 : 08	4 : 15
Third grade-----	2,731	37 : 35	41 : 18	46 : 04	4 : 15
Fourth grade-----	2,400	40 : 20	44 : 22	48 : 51	4 : 16
Fifth grade-----	2,181	40 : 41	44 : 26	48 : 39	3 : 59
Sixth grade-----	2,036	40 : 28	44 : 30	49 : 24	4 : 28
Seventh grade-----	550	40 : 39	45 : 08	50 : 13	4 : 47
Eighth grade-----	528	40 : 36	45 : 02	50 : 34	4 : 59
Ungraded-----	60	36 : 35	41 : 10	46 : 08	4 : 47
Total single-grade teachers--	19,953	37 : 56	42 : 11	47 : 05	4 : 35
Total multi-grade teachers--	4,544	39 : 15	43 : 57	49 : 19	5 : 02
Total teachers teaching all subjects to one grade or group----	24,497	38 : 07	42 : 24	47 : 29	4 : 41
Total teachers teaching in one or two subjects fields only-----	1,804	37 : 06	41 : 35	47 : 03	4 : 59
Total teachers combining the teaching of all subjects to one class with teaching of one or two subjects to many grades--	153	38 : 16	43 : 06	48 : 26	5 : 05
Total-----	26,454	38 : 03	42 : 21	47 : 28	4 : 43

morning kindergarten class was 36 hours and 27 minutes. The highest median (45 hours and 8 minutes) was that of the teachers who taught all subjects to seventh-grade pupils. Teachers in the upper grades tended to work longer hours than those in the kindergarten and primary grades.

Among the teachers whose classroom work was entirely departmentalized, more teachers taught classes in language arts (40 per cent), social studies (40 per cent), and physical education (39 per cent) than any other subject fields. Among the teachers who spent only part of their time in departmentalized instruction, more of them (43 per cent) taught music than any other subject.

II. ASSIGNED WORK AT SCHEDULED HOURS

Data on the amount of time spent per week at regularly scheduled hours in performing assigned tasks during the school day, whether instructional or noninstructional in nature, is summarized in Table 2. The median for the 26,454 teachers included in this study was 23 hours and 22 minutes per week, indicating that in general about 55 per cent of the teacher's work week was spent on assigned work at definite hours during the school day.

TABLE 2

MEDIAN NUMBER OF HOURS PER WEEK OF WORK PERFORMED AT ASSIGNED HOURS BY FULL-TIME ELEMENTARY SCHOOL TEACHERS, BY TYPE OF TEACHING ASSIGNMENT AND SEX OF TEACHERS, WITH Q_1 , Q_3 , AND Q OF DISTRIBUTION

Type of teaching assignment	Number of teachers	Q_1	Median	Q_3	Q
		Hrs. Mins.	Hrs. Mins.	Hrs. Mins.	Hrs. Mins.
Teaching all subject matter to one grade or group	Male..... 2,062	24 : 15	25 : 07	25 : 58	: 52
	Female..... 22,435	19 : 17	22 : 31	25 : 05	2 : 54
	Total..... 24,497	19 : 36	22 : 54	25 : 07	2 : 46
Teaching in one or two subject fields only	Male..... 645	23 : 27	25 : 29	27 : 08	1 : 51
	Female..... 1,159	23 : 38	25 : 30	27 : 03	1 : 43
	Total..... 1,804	23 : 33	25 : 30	27 : 05	1 : 46
Combination of teaching all subjects to one grade or group with teaching of one or two subjects to many grades	Male..... 25	24 : 03	26 : 25	28 : 58	2 : 28
	Female..... 128	20 : 24	22 : 38	25 : 50	2 : 43
	Total..... 153	20 : 41	23 : 24	26 : 38	2 : 59
Total	Male..... 2,732	24 : 13	25 : 08	26 : 16	1 : 02
	Female..... 23,722	19 : 31	22 : 35	25 : 07	2 : 48
	Total..... 26,454	20 : 00	23 : 22	25 : 09	2 : 35

Of the total number of teachers included in this study, 2,732 (10 per cent) were men. The median number of hours of work done per week by these men at assigned times was 25 hours and 8 minutes. This was approximately $2\frac{1}{2}$ hours more per week than the median of 22 hours and 35 minutes of assignments reported by 23,722 (90 per cent) women teachers. The difference in number of hours assigned to men and to women varied in relation to the organization of instruction in the schools in which the work was done. The difference was negligible among teachers who taught in only one or two subject fields. The difference in number of assigned hours per week in schools where none, or only part, of the teaching was organized on a departmental basis may be attributed to the fact that most of the men taught in the upper grades. In these grades the instructional day was longer than for pupils in the primary grades, where almost all of the teachers were women.

Table 3 shows the total hours of work per person per week, both instructional and noninstructional, performed by teachers at *assigned* hours. The data are arranged according to the type and grade of the teachers' instructional assignments. Teachers who taught single-session kindergarten classes worked the smallest median number of assigned hours per week—15 hours and 8 minutes for those teaching morning classes and 15 hours and 9 minutes for those teaching afternoon classes. The highest median (25 hours and 52 minutes) was that of teachers of seventh-grade pupils, and the median for eighth-grade teachers was only one minute less (25 hours and 51 minutes). Two-thirds of the 1,907 kindergarten teachers included in this study were assigned to teach two rather than one daily kindergarten session. The teachers who taught two sessions of kindergarten each day worked at assigned hours approximately 9 hours a week longer than did the teachers who taught single kindergarten sessions.

Instructional Time

The median amount of time spent per week in classroom instruction by the 26,454 teachers in elementary schools included in this study was 22 hours and 1 minute. The data on this portion of the teacher's work week are shown in Table 4. Teachers who taught only one class or the same group of pupils, in fourth grade or above, worked more hours per week in classroom instruction than did teachers employed entirely in departmentalized instruction or those with combined assignments. For the former the median amount of classroom instruction per week was 22 hours and 4 minutes, while the median for teachers who taught only one or two subjects was 18 hours and 27 minutes and that for teachers with combination assignments was 21 hours and 39 minutes.

TABLE 3

MEDIAN NUMBER OF HOURS PER WEEK OF WORK AT ASSIGNED TIMES BY FULL-TIME ELEMENTARY SCHOOL TEACHERS, BY TYPE OF TEACHING ASSIGNMENT, WITH Q_1 , Q_3 , AND Q OF DISTRIBUTION

Teaching assignment	Number of teachers	Q_1	Median	Q_3	Q
		Hrs. Mins.	Hrs. Mins.	Hrs. Mins.	Hrs. Mins.
Kindergarten, A.M.	374	15 : 04	15 : 08	20 : 08	2 : 32
Kindergarten, P.M.	278	15 : 04	15 : 09	21 : 48	3 : 22
Kindergarten, A.M. and P.M.	1,255	21 : 47	24 : 12	25 : 10	1 : 42
First grade.....	4,224	18 : 22	18 : 45	20 : 07	: 53
Second grade.....	3,336	18 : 24	19 : 33	20 : 08	: 52
Third grade.....	2,731	19 : 18	20 : 26	22 : 34	1 : 38
Fourth grade.....	2,400	23 : 25	25 : 01	25 : 28	1 : 02
Fifth grade.....	2,181	24 : 13	25 : 05	25 : 54	: 51
Sixth grade.....	2,036	24 : 17	25 : 06	25 : 56	: 50
Seventh grade.....	550	25 : 02	25 : 52	26 : 43	: 51
Eighth grade.....	528	25 : 01	25 : 51	26 : 43	: 51
Ungraded.....	60	20 : 55	23 : 45	25 : 10	2 : 08
Total single-grade teachers..	19,953	18 : 49	21 : 49	25 : 05	3 : 08
Total multi-grade teachers..	4,544	21 : 10	24 : 36	25 : 50	2 : 20
Total teachers teaching all subjects to one grade or group....	24,497	19 : 36	22 : 54	25 : 07	2 : 46
Total teachers teaching in one or two subject fields only.....	1,804	23 : 33	25 : 30	27 : 05	1 : 46
Total teachers combining the teaching of all subjects to one class with teaching of one or two subjects to many grades..	153	20 : 41	23 : 24	26 : 38	2 : 59
Total.....	26,454	20 : 00	23 : 22	25 : 09	2 : 35

Scheduled Noninstructional Assignments

Of the 26,454 teachers included in this study, 4,084 (15 per cent) reported that in addition to their classroom instruction assignments, they had various other responsibilities at scheduled hours during the school day. These duties included time spent in supervision of study hall, home room, and library, in preparation periods, in counseling, in supervision of student activities, and in curricular and administrative duties. Some teachers reported more than one such assigned task in a typical work week. The most frequently mentioned assignment in addition to classroom instruction was a preparation period. The next most frequent assignments were counseling and home-room duties.

Of the 24,497 teachers who taught only one grade or group of pupils, 2,753 (11 per cent) reported that they had noninstructional duties at

TABLE 4

MEDIAN NUMBER OF HOURS PER WEEK SPENT IN CLASSROOM INSTRUCTION ONLY BY FULL-TIME ELEMENTARY SCHOOL TEACHERS, BY TYPE OF TEACHING ASSIGNMENT, WITH Q_1 , Q_3 , AND Q OF DISTRIBUTION

Teaching assignment	Number of teachers	Q_1	Median	Q_3	Q
		Hrs. Mins.	Hrs. Mins.	Hrs. Mins.	Hrs. Mins.
Kindergarten, A.M.	374	15 : 03	15 : 06	15 : 09	: 03
Kindergarten, P.M.	278	15 : 03	15 : 06	15 : 10	: 04
Kindergarten, A.M. and P.M.	1,255	21 : 47	23 : 27	25 : 07	1 : 40
First grade	4,224	17 : 57	18 : 28	20 : 03	1 : 03
Second grade	3,336	18 : 21	18 : 49	20 : 05	: 52
Third grade	2,731	18 : 44	20 : 08	21 : 49	1 : 33
Fourth grade	2,400	23 : 22	24 : 35	25 : 09	: 54
Fifth grade	2,181	23 : 43	25 : 03	25 : 50	1 : 04
Sixth grade	2,036	23 : 46	25 : 04	25 : 51	1 : 03
Seventh grade	550	23 : 56	25 : 07	25 : 57	1 : 01
Eighth grade	528	23 : 52	25 : 07	25 : 56	1 : 02
Ungraded	60	20 : 28	22 : 38	25 : 05	2 : 19
Total single-grade teachers ..	19,953	11 : 28	20 : 53	24 : 48	3 : 10
Total multi-grade teachers ..	4,544	20 : 22	24 : 13	25 : 10	2 : 24
Total teachers teaching all subjects to one grade or group	24,497	18 : 48	22 : 04	25 : 03	3 : 08
Total teachers teaching in one or two subject fields only	1,804	18 : 45	21 : 39	24 : 12	2 : 44
Total teachers combining the teaching of all subjects to one class with teaching of one or two subjects to many grades ..	153	15 : 10	18 : 27	22 : 32	3 : 41
Total	26,454	18 : 47	22 : 01	24 : 59	3 : 06

assigned school hours; 1,295 (72 per cent) of the teachers giving instruction in only one or two subjects, and 36 (23 per cent) of the teachers with combination schedules reported that they were required to perform such duties. The per cent of teachers in each classification, and the amounts of time spent per person per week by each group, with quartiles, medians, and quartile deviations, are shown in Table 5.

Comparison of Tables 3, 4, and 5 will reveal that there was not much difference between the median number of assigned hours of work per week reported by teachers having instructional duties only and those who also had noninstructional duties assigned at specific hours. Teachers who had hours assigned for nonteaching duties spent proportionately less time in the classroom.

TABLE 5

PER CENT OF FULL-TIME ELEMENTARY SCHOOL TEACHERS HAVING NONINSTRUCTIONAL SCHOOL DUTIES AT ASSIGNED HOURS, AND MEDIAN NUMBER OF HOURS SPENT PER WEEK IN SUCH WORK, BY TYPE OF TEACHING ASSIGNMENT, WITH Q_1 , Q_3 , AND Q OF DISTRIBUTION

Type of teaching assignment	Per cent of teachers reporting assignments	Q_1	Median	Q_3	Q
		Hrs. Mins.	Hrs. Mins.	Hrs. Mins.	Hrs. Mins.
Teaching all subject matter to one grade or group-----	11	2 : 32	3 : 37	6 : 41	2 : 05
Teaching in one or two subject fields only-----	72	2 : 55	4 : 43	7 : 02	2 : 04
Combination of teaching all subjects to one grade or group with teaching of one or two subjects to many grades-----	23	1 : 15	3 : 20	4 : 15	1 : 30

III. OTHER NONINSTRUCTIONAL DUTIES

In addition to classroom instruction and scheduled assignments, teachers in California elementary schools spent part of their work week performing various unscheduled noninstructional duties. These duties included the following types of tasks: (1) planning and preparing the day's work; (2) correcting and grading pupil's work, including tests; (3) clerical work on records and reports; (4) conferences with principals, supervisors, counselors, student teachers; (5) conferences with pupils and parents outside the regular school day; (6) in-service education, such as workshops, faculty meetings, school committees; (7) extra-curricular activities, such as supervising student clubs and programs; (8) supervisory duties in school yard, hallways, and cafeteria; and (9) school-community services, such as co-operation with parent-teacher associations. The first two types of work were most frequently mentioned, namely: planning and preparation, correcting and grading pupils' work.

The amounts of time per person per week spent in such unscheduled noninstructional duties are shown, by quartiles, medians, and quartile deviations, in Table 6. It is to be noted that the 24,497 teachers who taught a grade or group all day spent slightly more time per person per week in these noninstructional duties than did the teachers with other types of teaching schedules. The highest median within this large group was 20 hours and 47 minutes, shown for both first-grade and second-grade teachers. The lowest median was shown for teachers who taught only one or two subjects to many grades.

TABLE 6

MEDIAN NUMBER OF HOURS PER PERSON PER WEEK SPENT BY FULL-TIME ELEMENTARY SCHOOL TEACHERS IN UNSCHEDULED NONINSTRUCTIONAL DUTIES, BY TYPE OF TEACHING ASSIGNMENT, WITH Q_1 , Q_3 , AND Q OF DISTRIBUTION

Teaching assignment	Number of teachers	Q_1	Median	Q_3	Q
		Hrs. Mins.	Hrs. Mins.	Hrs. Mins.	Hrs. Mins.
Kindergarten, A.M.	374	13 : 44	18 : 18	23 : 48	5 : 02
Kindergarten, P.M.	278	13 : 28	18 : 15	23 : 56	5 : 14
Kindergarten, A.M. and P.M.	1,255	13 : 10	17 : 03	22 : 09	4 : 30
First grade	4,224	16 : 47	20 : 47	25 : 19	4 : 16
Second grade	3,336	17 : 01	20 : 47	25 : 24	4 : 12
Third grade	2,731	16 : 31	20 : 31	24 : 41	4 : 05
Fourth grade	2,400	15 : 47	19 : 48	24 : 11	4 : 12
Fifth grade	2,181	15 : 48	19 : 25	23 : 43	3 : 58
Sixth grade	2,036	15 : 32	19 : 12	24 : 11	4 : 20
Seventh grade	550	14 : 56	19 : 03	24 : 04	4 : 34
Eighth grade	528	14 : 44	19 : 23	24 : 55	5 : 06
Ungraded	60	13 : 08	17 : 50	22 : 05	4 : 29
Total single-grade teachers ..	19,953	16 : 08	20 : 09	24 : 39	4 : 16
Total multi-grade teachers ..	4,554	16 : 00	20 : 22	25 : 22	4 : 41
Total teachers teaching all subjects to one grade or group	24,497	15 : 57	20 : 05	24 : 41	4 : 22
Total teachers teaching in one or two subject fields only	1,804	12 : 21	16 : 09	21 : 22	4 : 31
Total teachers combining the teaching of all subjects to one class with teaching of one or two subjects to many grades ..	153	15 : 34	19 : 28	24 : 39	4 : 33
Total	26,454	15 : 42	19 : 49	24 : 28	4 : 23

IV. CLASS SIZE

The median size of the classes taught by the 24,497 teachers in elementary schools who taught only one grade or the same group of pupils all day was 32.4 pupils. Teachers of sixth-grade pupils had the largest classes, with a median of 34.4 pupils, while multi-grade teachers had the lowest median size of class, 29.4. Median size of classes at each grade level are shown in Table 7.

The 153 teachers included in this study who taught one class or the same group for the major part, but not all, of the school day reported the size of those classes. The median size of those classes was 35.7 pupils. One-fourth of these teachers taught classes of 31.5 or less pupils, while one-fourth taught classes of 37.5 or more pupils.

TABLE 7

MEDIAN SIZE OF CLASS IN ELEMENTARY SCHOOLS REPORTED BY TEACHERS WHO TAUGHT ALL SUBJECT MATTER TO ONE GRADE OR GROUP, BY GRADE LEVEL, WITH Q_1 , Q_3 , AND Q OF DISTRIBUTION

Grade level taught	Number of teachers	Size of classes			
		Q_1	Median	Q_3	Q
Kindergarten.....	1,907	27.2	31.9	35.9	4.4
First grade.....	4,224	26.8	30.4	33.8	3.5
Second grade.....	3,336	28.6	31.8	35.2	3.3
Third grade.....	2,731	29.3	32.7	35.9	3.3
Fourth grade.....	2,400	30.1	33.6	36.8	3.4
Fifth grade.....	2,181	30.2	34.1	37.3	3.6
Sixth grade.....	2,036	30.2	34.4	37.5	3.7
Seventh grade.....	550	29.9	34.1	38.0	4.1
Eighth grade.....	528	28.1	33.0	37.5	4.7
Multi-grade classes.....	4,416	22.9	29.4	34.5	5.8
Ungraded classes.....	54	12.3	15.9	27.0	7.4
Total.....	24,497	28.8	32.4	36.0	3.6

V. DAILY CONTACTS IN CLASSROOMS

The 1,804 teachers included in this study who taught only one or two subjects to many elementary grades during the week reported the number of pupils enrolled in each class they taught. The figures in Table 8 are limited to classroom contacts only. The median number of daily pupil contacts for these 1,804 teachers was 210.7. The medians ranged

TABLE 8

MEDIAN NUMBER OF DAILY CLASSROOM CONTACTS WITH PUPILS BY ELEMENTARY SCHOOL TEACHERS WHO TAUGHT ONLY IN ONE OR TWO SUBJECT FIELDS, WITH Q_1 , Q_3 , AND Q OF DISTRIBUTION

Subject field	Q_1	Median	Q_3	Q
Art.....	200.3	250.5	320.5	60.1
Core Course (Integrated).....	150.5	220.3	300.0	74.8
English.....	180.7	230.8	290.2	54.8
Reading—Literature.....	190.0	230.8	290.8	50.4
Mathematics.....	180.2	230.5	290.4	55.1
Music.....	200.4	207.6	350.7	75.2
Physical Education—Health.....	200.3	250.3	310.8	55.3
Science.....	190.1	230.9	290.1	50.0
Social Studies.....	180.2	230.3	290.2	55.0
Shop—Industrial Art.....	140.0	190.7	250.7	55.4
Homemaking.....	120.1	170.4	230.4	55.2
Total for all subject fields.....	160.1	210.7	280.9	60.4

from 250.5 daily pupil contacts in art and 250.3 in physical education classes to 170.4 and 190.7 daily pupil contacts in homemaking and industrial arts, respectively. The medians in the remaining seven subject fields were all well over 200 daily pupil contacts per teacher.

VI. SUMMARY OF FINDINGS

From the data obtained in this study from 26,454 full-time teachers in California elementary schools, it can be concluded that a majority of these teachers worked 40 hours or more a week, the median being 42 hours and 21 minutes. Approximately one-fourth of these teachers worked less than 38 hours a week and one-fourth worked more than 47½ hours.

The typical seventh-grade teacher worked about five hours a week longer than the typical first-grade teacher. Some of this difference was attributable to the fact that the former spent more time in actual classroom teaching, since pupils in the upper grades are required to attend a longer school day than those in primary grades.

A little more than half (22 hours and 1 minute, approximately 52 per cent) of the typical work week for all but a few of the 26,454 elementary school teachers included in this study was devoted to classroom instruction. Of the large group of 24,497 teachers who taught only one grade or the same group every day, 2,753 (11 per cent) also had responsibility at regularly scheduled school hours for noninstructional work such as supervision of homerooms or study halls, library service, and curriculum or administrative duties. Of the 1,804 teachers who taught only one or two subjects, 1,295 (72 per cent) also had such noninstructional duties. This brought the typical total of assigned time per week to 23 hours and 22 minutes. The remainder of a typical work week (approximately 19 hours) was spent in unscheduled, nonteaching activities such as planning and preparation, correcting papers and tests, clerical work on records, supervision of student clubs, and school-community service.

The median size of class of the 24,497 teachers who taught one grade or one group all day was 32.4 pupils. Sixth-grade teachers had the largest classes.

Teachers who taught only one or a few subjects to many grades had a median number of 210.7 daily contacts with pupils in the classroom, the highest numbers being reported by teachers of art and physical education.

CALIFORNIA'S NEED FOR TEACHERS: A SUMMARY

JAMES C. STONE, *Specialist in Teacher Education*

For the past seven years the Division of State Colleges and Teacher Education has carried on a study of the supply of and demand for certificated personnel in California schools. The findings of the study for 1955, which is being published separately,¹ are summarized briefly here under the following headings: (1) present demand, (2) demand for new teachers, 1955-56, (3) supply of teacher candidates from California teacher-education institutions, (4) supply of teachers with substandard preparation, (5) forecast of the need for teachers through 1965-66, and (6) probable supply of new teachers, 1955-56 to 1965-66. The conclusions and recommendations resulting from the study are presented in full.

FINDINGS OF THE STUDY

1. *Present Demand*

A measure of present demand for certificated school personnel is the number of certificated persons currently employed. Reports from county superintendents of schools show that the total number of certificated persons employed in the public schools of California in October, 1954, was 109,698. This number was 8,769 (8.69%) larger than the number employed a year earlier.

The extent to which the demand for fully qualified persons exceeds the supply is shown by the number serving on substandard credentials.² Of the certificated persons employed in October, 1954, 10,840 (9.88%) were serving on substandard credentials. Of this number, 8,885 were teachers in elementary schools, 7,096 of them in regular positions under contract.

2. *Demand for New Teachers, 1955-56*

On the basis of enrollment projections supplied by the State Department of Finance,³ it is estimated that California will need 4,985 additional new teachers in 1955-56 because of increased school enrollments. On the basis of yearly records of replacements since 1948-49 of teachers who are removed from the service through resignation (6.26%), retirement (1.66%), or death (0.40%), it is estimated that 9,126 additional

¹ *Supply and Demand: Certificated Personnel in California Public Schools, 1955-56, with Forecast for 1965-66*. Bulletin of the California State Department of Education, Vol. XXIV, No. 6, June, 1955.

² The term substandard credentials includes both the provisional credentials authorized only for elementary teaching, in 1948 and the new type of provisional credentials authorized July 1, 1954, as well as emergency credentials authorized prior to July 1, 1954.

³ Studies by Carl Frisen, Research Technician for Population Studies, Bureau of Budgets and Accounts, State Department of Finance.

teachers will be needed next year to replace those now teaching who will probably not be teaching next year.

The total number of additional new teachers that will be needed next year is, therefore, approximately 14,111. About three-fourths of these will be needed in the elementary grades and the remainder in secondary grades.

3. *Supply of Teacher Candidates from California Teacher-Education Institutions*

The primary source of supply of teachers for California's schools are the candidates for teaching credentials enrolled in California teacher-education institutions.

The total estimated *potential* number of candidates for credentials who may be expected to complete their requirements during the calendar year 1955 is 10,059. This number, which includes candidates who may already hold other valid California credentials, is 21.71 per cent higher than the number reported in preparation in 1954, and 25.75 per cent higher than the 1953 total. Of the 10,059 new candidates, 1,698 intend to enter administration, supervision, or other nonteaching positions, and 8,361 are expected to qualify for teaching (4,157 in elementary schools, 4,204 in secondary). Nearly 22 per cent more elementary teachers and 17 per cent more secondary teachers are being prepared in California in 1955 than in the previous year.¹ California is the only state in the nation which this year reports an increase in the number of candidates who will qualify for credentials.²

Among the 37 institutions accredited for teacher-education in California, Los Angeles State College is preparing the largest number of candidates for credentials in 1955—1,257; San Jose State College is next, with 1,074, followed by San Francisco State College, 990, University of California, Los Angeles, 981, University of Southern California, 946, San Diego State College, 575, and Long Beach State College, 529.

Not all those who complete credential requirements will actually take positions in the public schools in September, 1955. During the past three years the proportion of newly trained elementary teachers who failed to secure, or did not wish to accept, teaching positions has ranged from 26.60 per cent in 1952 to 15.29 per cent in 1954; the loss of new secondary teachers was more than 50 per cent in both those years. Assuming that there will be the same average loss in the 1955 group as in previous years reduces the potential supply to a *probable* supply of 3,325 elementary teachers and 2,191 secondary teachers.

¹ Comparable data for the 1954 study listed 3,401 elementary teaching candidates and 3,582 secondary teaching candidates. James C. Stone, "Who Will Teach Our Children and Youth 1954-60?" *California Journal of Secondary Education*, XXIX (April, 1954), 208.

² Ray C. Maul, "The 1955 Teacher Supply and Demand Report," *The Journal of Teacher Education*, VI, No. 1, 1955.

4. *Supply of Teachers With Substandard Preparation*

During the coming year, as in previous years, the supply of available qualified teacher candidates from California colleges and universities will be considerably less than the demand. The demand will have to be met by the recruitment of teachers trained in other states and the employment of persons who are not yet fully qualified to teach but whose services may be secured by the issuance of provisional credentials.¹ The increasing shortage of teachers in other states, together with the improbability of attracting to teaching in any great numbers those persons who have given it up for other types of work or for homemaking, indicates that in the fall of 1955 California will need to rely heavily, at both elementary and secondary levels, upon teachers with substandard preparation.

It was noted in this connection that while the preparation of provisional teachers has been in some or many respects substandard, in terms of present requirements for regular credentials, a large majority (95%) of those employed in October, 1954, had completed two years or more of collegiate preparation, and more than 44 per cent held the bachelor's degree or had completed preparation beyond the requirements for that degree.

In addition to the 14,111 new teachers needed to replace those leaving the profession in California and to fill the posts created by increased enrollment, 10,840 other fully qualified persons will be needed to replace those now employed on provisional credentials. To make all the additions and replacements required by September, 1955, *California will need to recruit 24,951 fully qualified certificated persons.*

5. *Forecast of the Need for New Teachers Through 1965-66*

The need for additional teachers in the public schools of California in the 11-year period through 1965-66 can be estimated by the same method as that used for the coming year, namely, by considering the number that will be needed (1) to make necessary replacement, and (2) to teach the additional pupils that will be enrolled.

It is estimated that within this period 2,950 elementary teachers will die, 12,251 will retire, and 73,932 will resign—creating a total of 89,113 vacancies. Among secondary teachers, probably 2,955 will die, 12,256 will retire, and 18,484 will resign—a total of 33,695. These eventuations will leave a total of 122,828 vacancies to be filled by certificated personnel.

¹ Requirements for provisional credentials provide that an applicant for a general elementary provisional credential shall verify the completion of 60 semester hours of college work and an applicant for a general secondary provisional credential shall verify possession of an acceptable bachelor's degree, and that each application shall be accompanied by a statement of need signed by the district and county superintendent of schools verifying that a fully qualified applicant with a regular credential is not available, and that the applicant, if granted a provisional credential, intends to proceed to contract with an accredited California teacher-education institution to pursue work leading to a regular credential.

According to estimates made by the State Department of Finance, based upon (1) increases in birth rate, (2) increases in actual school enrollments since 1953, and (3) in-migration of children of school age, the public school enrollment in California in kindergarten and grades 1 through 14, exclusive of adults, may be expected to increase from a total of 2,344,467 in October, 1954, to 3,827,200 in October, 1965. This is a total 11-year increase of 1,482,733 pupils, or 63.24 per cent, averaging 123,561 pupils, or 5.27 per cent, per year. At the ratio of 34 pupils per teacher in elementary schools and 25 pupils per teacher in secondary schools, these additional pupils will require 49,217 new teachers, or an average of 4,474 new teachers per year.

The number of additional teachers that will be needed from 1955-56 to 1965-66 is, therefore, 122,828 for replacement plus 49,217 for additional classes, a total of 172,045. For the next 11 years, therefore, California will need an average of 15,640 new teachers per year—10,652 elementary teachers and 4,988 secondary teachers.

6. *Probable Supply of New Teachers, 1955-56 to 1965-66*

In order to estimate the potential supply of teachers for tomorrow's classrooms, a measure of the ability of each teacher-education institution in California to educate teachers has been devised by comparing the total enrollment of the institution during the past five years to the number of teachers prepared in that period. Since experience in past years leads to the conclusion that from 26 to 50 per cent of the candidates who complete the requirements for credentials in any given year will not wish to, or will be unable to, secure teaching positions, the potential number of available teacher candidates must be reduced to a more realistic *probable* supply. The probable number of new California-trained teachers who will secure school employment in the next eleven years is 95,600 (53,291 elementary teachers, 42,309 secondary teachers). This is more than 76,000 short of the estimated need—an average shortage per year of 5,807 elementary teachers and 1,142 secondary teachers.

CONCLUSIONS AND RECOMMENDATIONS

An obvious conclusion from the data presented in this study is that there is acute need to recruit qualified personnel for the classrooms of the state. The present and probable (continuing) shortage of teachers remains the greatest crisis facing public education.

Fourteen suggested procedures for recruiting better qualified personnel as teachers of tomorrow's children are presented in the following pages.

1. *Increase the total number of young people going to college.* It has been estimated that half of all college graduates will be needed as teachers for the next decade in order to staff the schools of the nation

with persons holding the bachelor's degree.¹ Considering the needs of society for college-trained personnel in business, industrial, technological, and professional fields, it will be impossible, even undesirable, to expect such a high proportion of college graduates to enter the teaching profession. Therefore, it is obvious that if more young people are to be recruited into teaching from among those going to college, the total number of high school students going to college will need to be increased. For California, this indicates a marked extension of the facilities and opportunities for young men and women to go to college.

2. *Provide Scholarships.* A recent nation-wide survey reported that only 35 per cent of all high school graduates go to college.² Among the other 65 per cent there doubtless are many students who might become teachers. Other reports indicate that it is the lower middle class of our society that supplies the bulk of the teachers for our public schools.³ More young people from this group could probably be encouraged to go to college through scholarships. Additional financial inducements should be provided for those desiring to prepare for teaching. In addition to such scholarships as can be provided by the State of California, scholarships should also be provided by foundations, organizations, and business and industrial concerns, all of whom are interested in the welfare of public education.⁴

3. *Increase guidance services.* Some of the guidance personnel engaged in the counseling of students in junior colleges, high schools, junior high schools, and elementary schools have been reluctant in the past to stress the existing and increasing opportunities for employment in the teaching profession. Actually, every teacher exercises some guidance functions, consciously or unconsciously. Quality of performance, enthusiasm for school work, and a consistently professional attitude toward colleagues can, by precept alone, influence likely students to decide that teaching is a desirable occupation. Teachers can encourage selected students to consider teaching as a goal. Full-time counselors obviously have more opportunities than others in the teaching profession to explain the advantages that teachers share. Higher institutions could also help to increase the enrollment of credential candidates by providing secondary school counselors with succinct statements of the advantages of entering the teaching profession in California, in attractive pamphlets for distribution to students.

¹ Ray C. Maul, "Are the Schools Losing the 'Man' in Their Manpower?," *School and Society*, LXXVII (1953), 369-72.

² *How Can We Get Enough Good Teachers?: A Guidebook.* New York 36: National Citizens Commission for the Public Schools (2 West 45th St.) Fall, 1955.

³ Byron Hollingshead, *Who Should Go to College*, New York: Columbia University Press, 1952.

⁴ An example of organizational scholarships is the extensive teacher-education scholarship program of the California Congress of Parents and Teachers. Likewise, in California, the Rosenberg Foundation has been active in providing scholarships for teachers desiring advance preparation in certain fields.

4. *Revise the school curriculum.* More time in the secondary school social studies programs could be given to consideration of the role of public education, its historical development, and its contribution to our democratic way of life. This should be a part of the essential knowledge of every high school graduate who will be a citizen and a potential supporter of the public schools. This curriculum unit will provide teachers with a natural vehicle through which to recruit young people for teaching.

5. *Establish clubs in secondary schools.* Establishing in secondary schools, clubs whose purpose is to interest students in teaching has been successful when the clubs have been sponsored by outstanding younger teachers.

6. *Provide first-hand opportunities.* Providing for high school and upper elementary school students scheduled opportunities to assist the regular teacher in handling classes of younger boys and girls is indispensable in a good school recruitment program. The "TNT" program ("Top-Notch Teachers To Be"), now being used in some California high schools, is an example of this.¹

7. *Provide specialized programs for liberal arts graduates.* The Ford Foundation programs for liberal arts graduates in several institutions in California are examples of a kind of recruitment effort to increase not only the number, but the quality of persons entering teaching.²

8. *Encourage former teachers to return to the profession.* An immediate source of supply of teachers is the group of former teachers who resigned from teaching, or those who prepared to teach but never taught. Both state and local recruitment efforts should be designed to encourage these persons to reconsider teaching.

9. *Secure teachers from other states.* A greater effort should be made by school districts to recruit a sufficient number of teachers trained in other states to care for California's increasing migratory population.

10. *Reduce the turnover among teachers.* In 1952, 1953, and 1954, it was estimated that as many teachers dropped out of teaching in each of those years as were prepared by California colleges and universities. Thus, the supply from California institutions was merely enough to care for the number who were resigning. This puts the manpower situation on a treadmill. School districts need to make a greater effort to develop policies, programs, and procedures to hold these teachers in the profession. The most critical group has been found to be the beginning

¹ Margaret Hickey, "Training Top-Notch Teachers To Be," *Ladies Home Journal* (October, 1953).

² Claremont Graduate School, San Diego State College, the San Francisco City Unified School District, and University of Southern California have Ford projects of this type in operation.

teachers, who, through discouragement, inadequate supervision, or lack of personal recognition, quit teaching at the end of the first year.

11. *Reduce the loss after training.* This is particularly a critical problem at the secondary level, where approximately half of those who qualify for credentials in June take positions in other fields rather than teach in the schools in the fall. While some of this loss is for economic reasons, no doubt much of it could be allayed through a more intensive and interesting training period, and better placement and follow-up service by the institutions.

12. *Expand teacher education facilities.* There is a real need to expand the facilities for teacher education and take more of the program to the candidates by developing off-campus centers for existing colleges. This is particularly important for the recruitment of housewives who now may wish to prepare for teaching, for liberal arts graduates who are in business or have home responsibilities but now would like to try teaching, for those serving in the schools on substandard credentials who are required to continue their training to become full-fledged members of the teaching profession, and as a means of staffing the rural areas of the state with qualified teachers. It is a well-known fact that it is the outlying and rural areas of the state where the need for qualified teachers is greatest, and that there has been a shortage in these areas for years while the metropolitan centers of the state have had an over-supply. An implication of this fact seems to be that off-campus training centers are needed in those areas. This would make it possible to draw directly from among the people living in those communities persons to be teachers who, following the completion of their training, may then be expected to render teaching service in their own communities.

13. *Re-examine programs for preparation.* Another important need in recruitment is re-examination of preservice teacher-education programs to be certain that they are balanced and functional. This gets at the problem of "overlapping and duplication of courses" of which some teachers are critical.

14. *Make teaching attractive.* All efforts to reduce demand and increase supply will be of no avail unless the public is willing and able to make teaching more attractive. This includes a whole host of factors, such as provision of salaries commensurate with comparable preparation in other professions, adequate working conditions, dependency allotments, housing, employment of more married women, appropriate social opportunities and experiences, professional recognition, and status in the community. Perhaps recognition and status are the key to the whole problem, for lack of prestige of teachers in comparison with comparably prepared people in other professions probably has done more to deter young people from considering teaching than any other single factor.

ENROLLMENT IN CALIFORNIA PUBLIC SCHOOLS, MARCH 31, 1955

Prepared in the BUREAU OF EDUCATION RESEARCH by
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This semiannual compilation of data on active enrollment in the public schools of California as of March 31, 1955, has been prepared from reports of officials of the school districts.

In Table 1 totals are shown for the state, by sex, for each grade and special classification; in Tables 2 and 4, a comparison is made with similar data for March 31, 1954; and in Tables 3 to 5 the figures on enrollment are presented according to grade level, by sex, and by county.

Enrollment in regular grades only, from kindergarten through grade 14, as shown in Tables 2 and 4, increased 163,659, or 7.5 per cent, over the enrollment reported a year earlier. Comparable figures for March 31, 1954, showed an increase of 160,810, or 8.0 per cent, over those reported on March 31, 1953.

Total enrollment in regular grades and special classes was 2,757,204, an increase of 180,543, or 7.0 per cent over the total for March 31, 1954. This increase may be compared to that of 150,939, or 6.2 per cent on March 31, 1954, over the figures reported on March 31, 1953.

Kindergarten enrollment for March 31 continued the new high trend for this period. The total reported for March 31, 1955, was 222,402, which was 11,418, or 5.4 per cent, above the total reported a year earlier, on March 31, 1954. Kindergarten enrollment for October 31, 1954, was 225,072, which was 5.8 per cent higher than at the same date in 1953 and the highest of record.

The increase in graded enrollment in kindergarten and elementary grades between March 31, 1954, and March 31, 1955, was 7.3 per cent as compared with an increase of 8.4 per cent during the previous year. Enrollment in grades 9 through 12 increased 6.9 per cent between March 31, 1954, and March 31, 1955, as compared with 8.5 per cent during the previous year. In junior college the enrollment reported on March 31, 1955 remained at the high level of that reported October 31, 1954. The enrollment increased 12,341, or 19.0 per cent, over that reported a year earlier.

Junior college enrollments are reported as full-time or part-time, students enrolled in programs yielding 12 or more credit hours being considered full-time students.

As in the enrollment report for October 31, 1954, junior high school enrollment in grade 9 is being reported separately. Total junior high school enrollment can therefore be derived by adding the figures for grades 7, 8, and 9 in junior high schools.

TABLE 1
SUMMARY OF ACTIVE ENROLLMENT IN CALIFORNIA PUBLIC SCHOOLS
MARCH 31, 1955

Grade or class	Male	Female	Total
GRADED ENROLLMENT			
Kindergarten.....	113,819	108,583	222,402
Grade 1.....	129,770	120,939	250,709
Grade 2.....	116,939	109,498	226,437
Grade 3.....	109,981	106,317	216,298
Grade 4.....	92,883	87,816	180,699
Grade 5.....	92,399	88,848	181,247
Grade 6.....	91,166	87,875	179,041
Grade 7 in elementary schools.....	41,106	39,500	80,606
Grade 7 in junior high schools.....	47,904	47,110	95,014
Grade 8 in elementary schools.....	36,449	34,367	70,816
Grade 8 in junior high schools.....	41,656	40,428	82,084
<i>Total enrollment, kindergarten through grade eight.....</i>	<i>914,072</i>	<i>871,281</i>	<i>1,785,353</i>
Grade 9 in junior high schools.....	38,049	37,010	75,059
Grade 9 in four-year high schools.....	35,183	32,940	68,123
Grade 10.....	67,508	64,196	131,704
Grade 11.....	55,433	52,987	108,420
Grade 12.....	43,422	42,721	86,143
<i>Total enrollment, grades nine through twelve.....</i>	<i>239,595</i>	<i>229,854</i>	<i>469,449</i>
Grade 13			
Full-time.....	26,827	12,160	38,987
Part-time.....	7,701	5,928	13,629
Grade 14			
Full-time.....	14,467	5,310	19,777
Part-time.....	3,036	1,790	4,826
<i>Total enrollment, grades thirteen and fourteen.....</i>	<i>52,031</i>	<i>25,188</i>	<i>77,219</i>
<i>Total enrollment, kindergarten and grades one through fourteen.....</i>	<i>1,205,698</i>	<i>1,126,323</i>	<i>2,332,021</i>
ENROLLMENT IN SPECIAL CLASSES AND IN CLASSES FOR ADULTS			
Ungraded pupils in elementary schools.....	547	230	777
Postgraduate pupils in elementary schools.....	1		1
Pupils in special day and evening classes in elementary schools.....	33	19	52
Special classes for physically handicapped minors:			
Elementary schools.....	3,750	2,990	6,740
Grades 7 and 8 in junior high schools.....	209	178	387
High school level.....	651	769	1,420
Junior college level.....		1	1
Special classes for mentally retarded minors:			
Elementary schools.....	9,355	6,004	15,359
Grades 7 and 8 in junior high schools.....	1,112	737	1,849
High school level.....	1,483	904	2,387
Pupils in compulsory continuation classes.....	3,826	1,977	5,803
Special pupils:			
High school level.....	2,579	570	3,149
Junior college level.....			
Full-time.....	712	335	1,047
Part-time.....	4,007	2,531	6,538
Classes for adults:			
High school level.....	99,941	174,676	274,617
Junior college level.....	54,790	50,266	105,056
Summary of enrollment in special classes and in classes for adults:			
Elementary school level.....	15,007	10,158	25,165
High school level.....	108,480	178,896	287,376
Junior college level.....	59,509	53,133	112,642
<i>Total enrollment in special classes and in classes for adults.....</i>	<i>182,996</i>	<i>242,187</i>	<i>425,183</i>
GRAND TOTAL, GRADED ENROLLMENT AND ENROLLMENT IN SPECIAL CLASSES.....	1,388,694	1,368,510	2,757,204

TABLE 2
COMPARISON OF GRADED AND SPECIAL CLASS ENROLLMENTS FOR
MARCH 31, 1954 AND MARCH 31, 1955

Grade or class	March 31, 1954	March 31, 1955	Increase or decrease between March, 1954 and March, 1955	
			Number	Per cent
Kindergarten	210,984	222,402	11,418	5.4
Grade 1	233,914	250,709	16,795	7.2
Grade 2	217,152	226,437	9,285	4.3
Grade 3	180,346	216,298	35,952	19.9
Grade 4	180,309	180,699	390	.2
Grade 5	177,796	181,247	3,451	1.9
Grade 6	170,926	179,041	8,115	4.7
Grade 7	151,929	175,620	23,691	15.6
Grade 8	140,824	152,900	12,076	8.6
<i>Total enrollment, kindergarten through grade eight</i>	<i>1,664,180</i>	<i>1,785,353</i>	<i>121,173</i>	<i>7.3</i>
Grade 9	137,285	143,182	5,897	4.3
Grade 10	122,645	131,704	9,059	7.4
Grade 11	99,943	108,420	8,477	8.5
Grade 12	79,431	86,143	6,712	8.5
<i>Total enrollment, grades nine through twelve</i>	<i>439,304</i>	<i>469,449</i>	<i>30,145</i>	<i>6.9</i>
Grade 13	(45,490)	(52,616)	(7,126)	15.7
Full-time	33,748	38,987	5,239	15.5
Part-time	11,742	13,629	1,887	16.1
Grade 14	(19,388)	(24,603)	(5,215)	26.9
Full-time	15,929	19,777	3,848	24.2
Part-time	3,459	4,826	1,367	39.5
<i>Total enrollment, grades thirteen and fourteen</i>	<i>64,878</i>	<i>77,219</i>	<i>12,341</i>	<i>19.0</i>
<i>Total enrollment, kindergarten through fourteen</i>	<i>2,168,362</i>	<i>2,332,021</i>	<i>163,659</i>	<i>7.5</i>
Special enrollment classifications in elementary schools:				
Ungraded pupils in elementary schools	895	777	-118	-13.2
Postgraduate pupils in elementary schools	6	1	-5	-83.3
Pupils in special day and evening classes in elementary schools	53	52	-1	-1.9
<i>Total, special enrollment classifications in elementary schools</i>	<i>954</i>	<i>830</i>	<i>-124</i>	<i>-13.0</i>
Special classes for physically handicapped minors:				
Elementary schools	6,772	6,740	-32	-.5
Grades 7 and 8 in junior high schools	363	387	24	6.6
High school level	1,655	1,420	-235	-14.2
Junior college level	6	1	-5	-83.3
<i>Total, special classes for physically handicapped minors</i>	<i>8,796</i>	<i>8,548</i>	<i>-248</i>	<i>-2.8</i>
Special classes for mentally retarded minors:				
Elementary schools	13,898	15,359	1,461	10.5
Grades 7 and 8 in junior high schools	1,563	1,849	286	18.3
High school level	2,077	2,387	310	14.9
<i>Total, special classes for mentally retarded minors</i>	<i>17,538</i>	<i>19,595</i>	<i>2,057</i>	<i>11.7</i>
Pupils in compulsory continuation classes	6,695	5,803	-892	-13.3
Special pupils:				
High school level	2,345	3,149	804	34.3
Junior college level	(7,013)	(7,585)	(572)	8.2
Full-time	1,536	1,047	-489	-31.8
Part-time	5,477	6,538	1,061	19.4
<i>Total, special pupils in regular classes</i>	<i>9,358</i>	<i>10,734</i>	<i>1,376</i>	<i>14.7</i>
Classes for adults:				
High school level	264,389	274,617	10,228	3.9
Junior college level	100,569	105,056	4,487	4.5
<i>Total, classes for adults</i>	<i>364,958</i>	<i>379,673</i>	<i>14,715</i>	<i>4.0</i>
TOTAL, all grades and classes	2,576,661	2,757,204	180,543	7.0

TABLE 3
GRADED ENROLLMENT, BY COUNTIES

County	Kindergarten			First grade			Second grade		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	7,519	7,124	14,643	8,625	8,113	16,738	7,219	6,771	13,990
Alpine.....				3	2	5	5	1	6
Amador.....	67	63	130	79	76	155	85	84	169
Butte.....	522	483	1,005	740	654	1,394	642	651	1,293
Calaveras.....	50	51	101	101	87	188	89	93	182
Colusa.....	101	97	198	146	102	248	128	118	246
Contra Costa.....	4,524	4,180	8,704	4,672	4,434	9,106	4,177	3,935	8,112
Del Norte.....	56	64	120	202	171	373	179	169	348
El Dorado.....	137	108	245	173	156	329	170	166	336
Fresno.....	2,943	2,825	5,768	4,164	3,896	8,060	3,554	3,315	6,869
Glenn.....	124	104	228	199	186	385	196	175	371
Humboldt.....	776	680	1,456	1,159	1,023	2,182	1,084	975	2,059
Imperial.....	700	741	1,441	1,039	998	2,037	807	767	1,574
Inyo.....	107	120	227	132	136	268	132	115	247
Kern.....	2,707	2,481	5,188	3,304	3,030	6,334	2,913	2,639	5,552
Kings.....	404	434	838	656	584	1,240	556	532	1,088
Lake.....	68	61	129	124	94	218	123	106	229
Lassen.....	173	185	358	223	190	413	193	182	375
Los Angeles.....	43,980	42,093	86,073	46,597	44,194	90,791	43,000	40,720	83,720
Madera.....	328	297	625	528	484	1,012	470	388	858
Marin.....	1,037	1,015	2,052	1,106	1,062	2,168	1,013	937	1,950
Mariposa.....	19	12	31	32	27	59	33	32	65
Mendocino.....	294	248	542	644	569	1,213	642	580	1,222
Merced.....	696	679	1,375	1,013	922	1,935	914	814	1,728
Modoc.....	50	62	112	101	131	232	111	118	229
Mono.....				14	19	33	22	19	41
Monterey.....	1,424	1,276	2,700	1,725	1,540	3,265	1,491	1,353	2,844
Napa.....	368	356	724	459	433	892	428	412	840
Nevada.....	96	88	184	173	138	311	176	164	340
Orange.....	3,660	3,633	7,293	3,932	3,611	7,543	3,525	3,288	6,813
Placer.....	359	351	710	483	461	944	447	422	869
Plumas.....	103	95	198	121	121	242	143	123	266
Riverside.....	1,848	1,847	3,695	2,370	2,175	4,545	2,144	2,012	4,156
Sacramento.....	3,692	3,575	7,267	4,251	3,932	8,183	3,790	3,556	7,346
San Benito.....	91	87	178	140	121	261	121	118	239
San Bernardino.....	3,656	3,536	7,192	4,240	4,005	8,245	3,798	3,507	7,305
San Diego.....	7,137	6,778	13,915	7,445	6,836	14,281	6,865	6,301	13,166
San Francisco.....	4,271	3,971	8,242	4,440	4,236	8,676	4,016	3,793	7,809
San Joaquin.....	1,935	1,820	3,755	2,601	2,360	4,961	2,222	2,127	4,349
San Luis Obispo.....	501	476	977	629	527	1,156	561	523	1,084
San Mateo.....	3,907	3,656	7,563	3,879	3,503	7,382	3,471	3,254	6,725
Santa Barbara.....	947	922	1,869	1,100	1,009	2,109	876	878	1,754
Santa Clara.....	4,404	4,096	8,500	4,647	4,275	8,922	4,191	3,792	7,983
Santa Cruz.....	523	528	1,051	621	585	1,206	585	478	1,063
Shasta.....	352	348	700	582	468	1,050	529	465	994
Sierra.....	21	17	38	40	25	65	20	29	49
Siskiyou.....	222	220	442	363	345	708	398	350	748
Solano.....	1,170	1,059	2,229	1,472	1,303	2,775	1,298	1,179	2,477
Sonoma.....	856	862	1,718	1,256	1,084	2,340	1,114	1,093	2,207
Stanislaus.....	1,224	1,170	2,394	1,767	1,530	3,297	1,505	1,414	2,919
Sutter.....	173	175	348	352	331	683	330	323	653
Tehama.....	153	134	287	228	191	419	203	198	401
Trinity.....	34	38	72	58	69	127	68	53	121
Tulare.....	1,236	1,171	2,407	1,916	1,790	3,706	1,695	1,613	3,308
Tuolumne.....	58	87	145	149	152	301	146	133	279
Ventura.....	1,315	1,343	2,658	1,578	1,549	3,127	1,460	1,323	2,783
Yolo.....	480	454	934	651	552	1,203	560	517	1,077
Yuba.....	221	207	428	326	342	668	306	305	611
Total.....	113,819	108,583	222,402	129,770	120,939	250,709	116,939	109,498	226,437

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Third grade			Fourth grade			Fifth grade		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	6,869	6,657	13,526	5,407	5,191	10,598	5,550	5,222	10,772
Alpine.....	1	3	4	3	2	5	3	-----	3
Amador.....	91	66	157	74	61	135	86	65	151
Butte.....	653	615	1,268	598	577	1,175	644	558	1,202
Calaveras.....	88	93	181	103	70	173	95	81	176
Colusa.....	124	89	213	112	75	187	104	79	183
Contra Costa.....	4,320	4,235	8,555	3,456	3,134	6,590	3,301	3,217	6,518
Del Norte.....	135	138	273	131	144	275	113	120	233
El Dorado.....	147	140	287	144	143	287	140	157	297
Fresno.....	3,477	3,202	6,679	3,015	2,719	5,734	2,958	2,972	5,930
Glenn.....	161	171	332	171	141	312	165	137	302
Humboldt.....	899	824	1,723	757	785	1,542	823	755	1,578
Imperial.....	759	729	1,488	749	691	1,440	682	654	1,336
Inyo.....	132	115	247	104	83	187	102	106	208
Kern.....	2,731	2,741	5,472	2,451	2,259	4,710	2,508	2,408	4,916
Kings.....	492	463	955	494	490	974	493	468	961
Lake.....	97	98	195	112	72	184	105	90	195
Lassen.....	219	179	398	177	154	331	160	154	314
Los Angeles.....	39,847	38,528	78,375	33,417	31,823	65,240	33,380	32,433	65,813
Madera.....	456	417	873	413	428	841	450	434	884
Marin.....	1,024	1,004	2,028	742	778	1,520	801	762	1,563
Mariposa.....	30	53	83	40	34	74	43	35	78
Mendocino.....	461	487	948	471	429	900	492	442	934
Merced.....	832	736	1,568	713	719	1,432	780	714	1,494
Modoc.....	94	102	196	86	76	162	80	80	160
Mono.....	24	7	31	14	7	21	19	14	33
Monterey.....	1,253	1,307	2,560	1,109	1,093	2,202	1,165	1,062	2,227
Napa.....	417	422	839	397	408	805	386	373	759
Nevada.....	154	153	307	140	123	263	148	140	288
Orange.....	3,417	3,285	6,702	2,914	2,625	5,539	2,831	2,730	5,561
Placer.....	431	370	801	385	381	766	382	400	782
Plumas.....	136	113	249	130	78	208	98	120	218
Riverside.....	2,138	1,967	4,105	1,812	1,668	3,480	1,821	1,757	3,578
Sacramento.....	3,618	3,576	7,194	2,828	2,678	5,506	2,961	2,807	5,768
San Benito.....	125	111	236	109	112	221	104	109	213
San Bernardino.....	3,652	3,549	7,201	3,226	3,025	6,251	3,194	3,016	6,210
San Diego.....	6,440	6,313	12,753	5,313	5,127	10,440	5,110	4,887	9,997
San Francisco.....	3,596	3,334	6,930	2,816	2,621	5,437	2,690	2,656	5,346
San Joaquin.....	2,181	2,065	4,246	1,915	1,729	3,644	1,881	1,798	3,679
San Luis Obispo.....	504	530	1,034	516	431	947	495	450	945
San Mateo.....	3,286	3,332	6,618	2,766	2,581	5,347	2,438	2,313	4,751
Santa Barbara.....	903	907	1,810	806	760	1,566	782	778	1,560
Santa Clara.....	4,071	3,989	8,060	3,323	3,237	6,560	3,362	3,165	6,527
Santa Cruz.....	588	615	1,203	485	459	944	453	480	933
Shasta.....	498	454	952	423	363	786	460	401	861
Sierra.....	36	27	63	21	25	46	30	18	48
Siskiyou.....	295	295	590	314	262	576	286	259	545
Solano.....	1,200	1,214	2,414	936	943	1,879	965	902	1,867
Sonoma.....	1,034	986	2,020	934	924	1,858	912	907	1,819
Stanislaus.....	1,379	1,295	2,674	1,266	1,266	2,532	1,335	1,279	2,614
Sutter.....	293	258	551	268	273	541	278	296	574
Tehama.....	222	170	392	183	158	341	186	189	375
Trinity.....	61	121	182	65	45	110	42	56	98
Tulare.....	1,509	1,541	3,050	1,564	1,467	3,031	1,608	1,522	3,130
Tuolumne.....	122	122	244	115	110	225	116	95	211
Ventura.....	1,445	1,322	2,767	1,192	1,097	2,289	1,134	1,105	2,239
Yolo.....	534	506	1,040	402	436	838	407	375	782
Yuba.....	280	237	517	266	226	492	262	246	508
Total.....	109,981	106,317	216,298	92,883	87,816	180,699	92,399	88,848	181,247

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Sixth grade			Seventh grade in elementary schools			Seventh grade in junior high schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	5,209	4,918	10,127	2,144	2,169	4,313	2,822	2,846	5,668
Alpine.....	1	5	6	2	2	4			
Amador.....	65	61	126	79	72	151			
Butte.....	629	591	1,220	353	321	674	311	284	595
Calaveras.....	85	86	171	79	86	165			
Colusa.....	106	91	197	110	101	211			
Contra Costa.....	3,150	3,058	6,208	808	697	1,505	2,303	2,251	4,554
Del Norte.....	138	137	275	121	129	250			
El Dorado.....	143	158	301	166	122	288			
Fresno.....	3,080	2,841	5,921	1,665	1,523	3,188	1,251	1,145	2,396
Glenn.....	156	165	321	169	152	321			
Humboldt.....	824	772	1,596	545	434	979	298	286	584
Imperial.....	703	689	1,392	662	566	1,258			
Inyo.....	114	108	222	113	100	213			
Kern.....	2,450	2,359	4,809	2,404	2,317	4,721	23	28	51
Kings.....	474	460	934	475	468	943			
Lake.....	91	83	174	99	98	197			
Lassen.....	163	144	307	125	129	254	41	34	75
Los Angeles.....	33,069	32,379	65,448	9,315	9,046	18,361	24,208	23,889	48,097
Madera.....	401	383	784	411	404	815			
Marin.....	737	714	1,451	683	683	1,366			
Mariposa.....	39	44	83	43	30	73			
Mendocino.....	498	411	909	245	215	460	224	206	430
Merced.....	712	706	1,418	553	504	1,057	192	147	339
Modoc.....	89	85	174	63	66	129			
Mono.....	9	12	21	15	11	26			
Monterey.....	1,139	1,089	2,228	735	696	1,431	315	341	656
Napa.....	385	361	746	34	30	64	345	309	654
Nevada.....	160	145	305	53	38	91	130	106	236
Orange.....	2,747	2,581	5,328	1,600	1,609	3,209	869	923	1,792
Placer.....	432	353	785	350	353	703	35	23	58
Plumas.....	118	114	232				106	111	217
Riverside.....	1,829	1,701	3,530	468	456	924	1,240	1,243	2,483
Sacramento.....	2,850	2,743	5,593	1,156	1,153	2,309	1,455	1,541	2,996
San Benito.....	93	98	191	87	114	201			
San Bernardino.....	3,375	3,052	6,427	1,412	1,325	2,737	1,647	1,625	3,272
San Diego.....	4,752	4,687	9,439	1,584	1,436	3,020	2,962	2,983	5,945
San Francisco.....	2,726	2,692	5,418	112	112	224	2,733	2,615	5,348
San Joaquin.....	1,830	1,829	3,659	850	813	1,663	879	866	1,745
San Luis Obispo.....	484	512	996	302	338	640	140	127	267
San Mateo.....	2,478	2,408	4,886	2,332	2,262	4,594			
Santa Barbara.....	786	749	1,535	339	290	629	473	424	897
Santa Clara.....	3,318	3,148	6,466	1,940	1,960	3,900	1,091	1,044	2,135
Santa Cruz.....	488	468	956	283	257	540	197	191	388
Shasta.....	445	438	883	463	431	894			
Sierra.....	35	34	69	28	24	52			
Siskiyou.....	309	251	560	321	264	585			
Solano.....	885	836	1,721	311	345	656	457	414	871
Sonoma.....	995	935	1,930	344	317	661	577	575	1,152
Stanislaus.....	1,306	1,333	2,639	1,263	1,285	2,548			
Sutter.....	286	288	574	280	245	525			
Tehama.....	203	168	371	188	195	383			
Trinity.....	59	54	113	52	50	102			
Tulare.....	1,597	1,423	3,020	1,408	1,400	2,808	77	67	144
Tuolumne.....	138	87	225	118	110	228			
Ventura.....	1,105	1,169	2,274	640	568	1,208	469	417	886
Yolo.....	434	392	826	346	324	670	34	49	83
Yuba.....	244	277	521	260	225	485			
Total.....	91,166	87,875	179,041	41,106	39,500	80,606	47,904	47,110	95,014

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Eighth grade in elementary schools			Eighth grade in junior high schools			Total, kindergarten through eighth grade		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	1,721	1,637	3,358	2,399	2,493	4,892	55,484	53,141	108,625
Alpine.....	2	2	2				18	17	35
Amador.....	72	56	128				698	604	1,302
Butte.....	284	272	556	267	261	528	5,643	5,267	10,910
Calaveras.....	72	73	145				762	720	1,482
Colusa.....	105	102	207				1,036	851	1,890
Contra Costa.....	636	607	1,243	2,048	1,887	3,935	33,395	31,635	65,030
Del Norte.....	122	137	259				1,197	1,209	2,406
El Dorado.....	159	157	316				1,379	1,307	2,686
Fresno.....	1,487	1,327	2,814	1,093	1,076	2,169	28,687	26,841	55,528
Glenn.....	161	146	307				1,502	1,377	2,879
Humboldt.....	471	448	919	240	251	491	7,876	7,233	15,109
Imperial.....	614	582	1,196				6,715	6,447	13,162
Inyo.....	110	96	206				1,046	979	2,025
Kern.....	2,235	2,073	4,308	28	29	57	23,754	22,364	46,118
Kings.....	422	407	829				4,456	4,306	8,762
Lake.....	100	84	184				919	786	1,705
Lassen.....	112	91	203	40	29	69	1,626	1,471	3,097
Los Angeles.....	8,245	7,799	16,044	21,102	20,276	41,378	336,160	323,180	659,340
Madera.....	381	352	733				3,838	3,587	7,425
Marin.....	566	491	1,057				7,709	7,446	15,155
Mariposa.....	50	27	77				329	294	623
Mendocino.....	217	200	417	183	188	371	4,371	3,975	8,346
Merced.....	429	486	915	210	174	384	7,044	6,601	13,645
Modoc.....	85	65	150				759	785	1,544
Mono.....	16	9	25				133	98	231
Monterey.....	601	603	1,204	305	287	592	11,262	10,647	21,909
Napa.....	17	26	43	295	318	613	3,531	3,448	6,979
Nevada.....	19	23	42	131	111	242	1,380	1,229	2,609
Orange.....	1,477	1,298	2,775	764	810	1,574	27,736	26,393	54,129
Placer.....	362	309	671	21	27	48	3,687	3,450	7,137
Plumas.....				104	104	208	1,059	979	2,038
Riverside.....	450	458	908	1,097	993	2,090	17,217	16,277	33,494
Sacramento.....	1,042	912	1,954	1,183	1,280	2,463	28,826	27,753	56,579
San Benito.....	96	87	183				966	957	1,923
San Bernardino.....	1,245	1,144	2,389	1,524	1,397	2,921	30,969	29,181	60,150
San Diego.....	1,328	1,259	2,587	2,512	2,527	5,039	51,448	49,134	100,582
San Francisco.....	96	73	169	2,303	2,203	4,506	29,799	28,306	58,105
San Joaquin.....	787	759	1,546	735	676	1,411	17,816	16,842	34,658
San Luis Obispo.....	315	319	634	120	125	245	4,567	4,358	8,925
San Mateo.....	1,847	1,838	3,685				26,404	25,147	51,551
Santa Barbara.....	272	243	515	378	389	767	7,662	7,349	15,011
Santa Clara.....	1,809	1,695	3,504	914	904	1,818	33,070	31,305	64,375
Santa Cruz.....	259	234	493	194	206	400	4,676	4,501	9,177
Shasta.....	415	378	793				4,167	3,746	7,913
Sierra.....	32	23	55				263	222	485
Siskiyou.....	278	273	551				2,786	2,519	5,305
Solano.....	287	304	591	459	423	882	9,440	8,922	18,362
Sonoma.....	291	261	552	501	479	980	8,814	8,423	17,237
Stanislaus.....	1,175	1,135	2,310				12,220	11,707	23,927
Sutter.....	259	260	519				2,519	2,449	4,968
Tehama.....	170	156	326				1,736	1,559	3,295
Trinity.....	54	39	93				493	464	957
Tulare.....	1,382	1,343	2,725	63	74	137	14,055	13,411	27,466
Tuolumne.....	98	102	200				1,060	998	2,058
Ventura.....	563	526	1,089	405	396	801	11,306	10,815	22,121
Yolo.....	314	306	620	38	35	73	4,200	3,946	8,146
Yuba.....	237	255	492				2,402	2,320	4,722
Total.....	36,449	34,367	70,816	41,656	40,428	82,084	914,072	871,281	1,785,353

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Ninth grade in junior high school			Ninth grade in four-year high school			Tenth grade		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	2,369	2,262	4,631	1,749	1,821	3,570	4,112	4,053	8,165
Alpine.....									
Amador.....				61	58	119	65	67	132
Butte.....	272	276	548	276	276	552	519	479	998
Calaveras.....				84	66	150	74	54	128
Colusa.....				93	92	185	98	92	190
Contra Costa.....	1,350	1,373	2,723	1,038	949	1,987	2,207	2,070	4,277
Del Norte.....				116	102	218	83	80	163
El Dorado.....				143	110	253	128	111	239
Fresno.....	1,103	1,016	2,119	1,233	1,155	2,388	1,951	1,888	3,839
Glenn.....				130	128	258	119	124	243
Humboldt.....	230	208	438	421	421	842	568	518	1,086
Imperial.....				507	505	1,012	421	388	809
Inyo.....				83	96	179	68	79	147
Kern.....	18	29	47	2,152	2,018	4,170	1,836	1,680	3,516
Kings.....				401	395	796	320	344	664
Lake.....				93	78	171	76	85	161
Lassen.....	31	30	61	125	125	250	126	111	237
Los Angeles.....	18,957	18,572	37,529	7,891	7,323	15,214	25,293	24,466	49,759
Madera.....				332	273	605	259	277	536
Marin.....				528	467	995	423	402	825
Mariposa.....				27	23	50	31	26	57
Mendocino.....	166	140	306	200	211	411	332	302	634
Merced.....	222	180	402	426	419	845	555	476	1,031
Modoc.....				70	44	114	52	53	105
Mono.....				6	9	15	15	9	24
Monterey.....	380	328	708	413	391	804	684	680	1,364
Napa.....	314	283	597	17	11	28	288	245	533
Nevada.....	147	129	276				130	122	252
Orange.....	623	633	1,256	1,396	1,329	2,725	1,820	1,712	3,532
Placer.....	26	16	42	352	307	659	337	311	648
Plumas.....	94	81	175				91	90	181
Riverside.....	1,005	999	2,004	457	380	837	1,306	1,173	2,479
Sacramento.....	1,334	1,366	2,700	742	750	1,492	1,953	1,948	3,901
San Benito.....				87	83	170	81	108	189
San Bernardino.....	1,333	1,331	2,664	1,428	1,233	2,661	2,291	2,148	4,439
San Diego.....	1,999	1,961	3,960	1,654	1,589	3,243	3,434	3,198	6,632
San Francisco.....	2,157	1,974	4,131	359	369	728	2,805	2,428	5,233
San Joaquin.....	816	742	1,558	647	636	1,283	1,423	1,369	2,792
San Luis Obispo.....	142	125	267	292	260	552	373	310	683
San Mateo.....				1,794	1,709	3,503	1,658	1,511	3,169
Santa Barbara.....	374	395	769	283	244	527	596	529	1,125
Santa Clara.....	877	944	1,821	1,605	1,461	3,066	2,130	2,165	4,295
Santa Cruz.....	215	227	442	244	197	441	441	415	856
Shasta.....				395	367	762	367	341	708
Sierra.....				17	16	33	21	16	37
Siskiyou.....				282	213	495	244	214	458
Solano.....	430	449	879	283	271	554	604	536	1,140
Sonoma.....	576	486	1,062	266	254	520	749	703	1,452
Stanislaus.....				1,195	1,111	2,306	1,071	993	2,064
Sutter.....				266	207	473	223	191	414
Tehama.....				173	154	327	177	143	320
Trinity.....				43	29	72	36	22	58
Tulare.....	41	50	91	1,214	1,116	2,330	1,031	1,060	2,091
Tuolumne.....				99	102	201	84	80	164
Ventura.....	401	364	765	483	481	964	815	727	1,542
Yolo.....	47	41	88	323	295	618	302	319	621
Yuba.....				189	211	400	212	155	367
Total.....	38,049	37,010	75,059	35,183	32,940	68,123	67,508	64,196	131,704

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Eleventh grade			Twelfth grade			Total, grades 9 through 12		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	3,339	3,296	6,635	2,781	2,722	5,503	14,350	14,154	28,504
Alpine.....									
Amador.....	57	63	120	55	47	102	238	235	473
Butte.....	420	479	899	375	321	696	1,862	1,831	3,693
Calaveras.....	57	54	111	52	47	99	267	221	488
Colusa.....	76	69	145	77	69	146	344	322	666
Contra Costa.....	1,825	1,753	3,578	1,516	1,406	2,922	7,936	7,551	15,487
Del Norte.....	66	71	137	58	37	95	323	290	613
El Dorado.....	99	93	192	84	68	152	454	382	836
Fresno.....	1,593	1,568	3,161	1,272	1,288	2,560	7,152	6,915	14,067
Glenn.....	112	100	212	115	93	208	476	445	921
Humboldt.....	502	463	965	378	383	761	2,099	1,993	4,092
Imperial.....	306	333	639	252	263	515	1,486	1,489	2,975
Inyo.....	67	62	129	46	54	100	264	291	555
Kern.....	1,520	1,364	2,884	1,131	1,049	2,180	6,657	6,140	12,797
Kings.....	270	217	487	238	196	434	1,229	1,152	2,381
Lake.....	105	61	166	66	57	123	340	281	621
Lassen.....	122	115	237	89	82	171	493	463	956
Los Angeles.....	20,455	19,922	40,377	15,789	16,158	31,947	88,385	86,441	174,826
Madera.....	197	215	412	138	157	295	926	952	1,878
Marin.....	454	360	814	337	335	672	1,742	1,564	3,306
Mariposa.....	21	24	45	18	22	40	97	95	192
Mendocino.....	295	267	562	203	201	404	1,196	1,121	2,317
Merced.....	424	369	793	325	314	639	1,952	1,758	3,710
Modoc.....	44	42	86	37	44	81	203	183	386
Mono.....	9	6	15	3	2	5	33	26	59
Monterey.....	565	571	1,136	486	411	897	2,528	2,381	4,909
Napa.....	255	223	478	195	175	370	1,069	937	2,006
Nevada.....	105	111	216	83	72	155	465	434	899
Orange.....	1,472	1,388	2,860	1,169	1,122	2,291	6,480	6,184	12,664
Placer.....	300	257	557	198	236	434	1,213	1,127	2,340
Plumas.....	87	85	172	64	55	119	336	311	647
Riverside.....	1,056	985	2,041	799	794	1,593	4,623	4,331	8,954
Sacramento.....	1,698	1,615	3,313	1,322	1,231	2,553	7,049	6,910	13,959
San Benito.....	76	60	136	58	74	132	302	325	627
San Bernardino.....	1,883	1,753	3,636	1,334	1,313	2,647	8,269	7,778	16,047
San Diego.....	2,795	2,645	5,440	2,328	2,170	4,498	12,210	11,563	23,773
San Francisco.....	2,326	2,042	4,368	1,904	1,717	3,621	9,551	8,530	18,081
San Joaquin.....	1,072	1,062	2,134	836	878	1,714	4,794	4,687	9,481
San Luis Obispo.....	316	267	583	218	250	468	1,341	1,212	2,553
San Mateo.....	1,344	1,294	2,638	1,059	1,131	2,190	5,855	5,645	11,500
Santa Barbara.....	538	488	1,026	440	374	814	2,231	2,030	4,261
Santa Clara.....	1,738	1,781	3,519	1,394	1,406	2,800	7,744	7,757	15,501
Santa Cruz.....	385	326	711	314	245	559	1,599	1,410	3,009
Shasta.....	347	300	647	242	227	469	1,351	1,235	2,586
Sierra.....	11	17	28	13	17	30	62	66	128
Siskiyou.....	190	215	405	172	155	327	888	797	1,685
Solano.....	540	551	1,091	404	382	786	2,261	2,189	4,450
Sonoma.....	664	566	1,230	516	441	957	2,771	2,450	5,221
Stanislaus.....	823	809	1,632	643	639	1,282	3,732	3,552	7,284
Sutter.....	170	179	349	130	127	257	789	704	1,493
Tehama.....	155	131	286	123	86	209	628	514	1,142
Trinity.....	36	19	55	24	19	43	139	80	219
Tulare.....	871	825	1,696	657	679	1,336	3,814	3,730	7,544
Tuolumne.....	71	86	157	74	50	124	328	318	646
Ventura.....	666	577	1,243	491	500	991	2,856	2,649	5,505
Yolo.....	284	269	553	178	202	380	1,134	1,126	2,260
Yuba.....	159	124	283	119	98	217	679	588	1,267
Total.....	55,433	52,987	108,420	43,422	42,721	86,143	239,595	229,854	469,449

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Thirteenth grade						Fourteenth grade					
	Full-time			Part-time			Full-time			Part-time		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Alameda.....	1,023	466	1,489	222	197	419	112	17	129	13	8	21
Alpine.....												
Amador.....												
Butte.....												
Calaveras.....												
Colusa.....												
Contra Costa.....	723	323	1,046	206	272	478	390	153	543	56	62	118
Del Norte.....												
El Dorado.....												
Fresno.....	693	348	1,041	165	69	234	275	121	396	22	10	32
Glenn.....												
Humboldt.....												
Imperial.....	57	24	81	12	4	16	30	15	45	6	6	12
Inyo.....												
Kern.....	609	297	906	15	39	54	372	117	489	24	17	41
Kings.....												
Lake.....												
Lassen.....	82	26	108	1	5	6	46	5	51	3		3
Los Angeles.....	12,237	5,705	17,942	4,954	3,729	8,683	7,077	2,586	9,663	2,114	1,233	3,347
Madera.....												
Marin.....	196	112	308	13	30	43	133	39	172	12	1	13
Mariposa.....												
Mendocino.....												
Merced.....												
Modoc.....												
Mono.....												
Monterey.....	494	247	741	17	26	43	233	119	352	9	12	21
Napa.....	174	82	256				57	22	79			
Nevada.....												
Orange.....	1,013	529	1,542	88	109	197	626	239	865	33	31	64
Placer.....	207	98	305		2	2	98	67	165			
Plumas.....												
Riverside.....	220	129	349	144	64	208	82	57	139	59	20	79
Sacramento.....	945	391	1,336	147	162	309	487	190	677	75	80	155
San Benito.....	12	7	19		2	2	1	2	3			
San Bernardino.....	760	429	1,189	107	114	221	515	196	711	63	38	101
San Diego.....	916	302	1,218	458	133	591	361	95	456	227	50	277
San Francisco.....	1,904	600	2,504	289	377	666	969	294	1,263	87	49	136
San Joaquin.....	398	199	597	60	85	145	246	108	354	40	35	75
San Luis Obispo.....	38	34	72	6	7	13	12	20	32	2	7	9
San Mateo.....	607	275	882	36	20	56	418	111	529	33	17	50
Santa Barbara.....	222	86	308	57	161	218	83	38	121	15	41	56
Santa Clara.....	689	201	890	428	114	542	256	69	325	25	15	40
Santa Cruz.....												
Shasta.....	183	93	276	14	37	51	95	50	145	8	5	13
Sierra.....												
Siskiyou.....												
Solano.....	431	143	574	170	79	249	397	82	479	85	39	124
Sonoma.....	361	202	563				296	128	424			
Stanislaus.....	584	286	870	65	50	115	249	143	392	11	5	16
Sutter.....												
Tehama.....												
Trinity.....												
Tulare.....	514	292	806				242	122	364			
Tuolumne.....												
Ventura.....	299	127	426	18	18	36	209	68	277	13	9	22
Yolo.....												
Yuba.....	236	107	343	9	23	32	100	37	137	1		1
Total.....	26,827	12,160	38,987	7,701	5,928	13,629	14,467	5,310	19,777	3,036	1,790	4,826

TABLE 3—Concluded
GRADED ENROLLMENT, BY COUNTIES

County	Total, grades 13 and 14					
	Full-time			Part-time		
	Male	Female	Total	Male	Female	Total
Alameda.....	1,135	483	1,618	235	205	440
Alpine.....						
Amador.....						
Butte.....						
Calaveras.....						
Colusa.....						
Contra Costa.....	1,113	476	1,589	262	334	596
Del Norte.....						
El Dorado.....						
Fresno.....	968	469	1,437	187	79	266
Glenn.....						
Humboldt.....						
Imperial.....	87	39	126	18	10	28
Inyo.....						
Kern.....	981	414	1,395	39	56	95
Kings.....						
Lake.....						
Lassen.....	128	31	159	4	5	9
Los Angeles.....	19,314	8,291	27,605	7,068	4,962	12,030
Madera.....						
Marin.....	329	151	480	25	31	56
Mariposa.....						
Mendocino.....						
Merced.....						
Modoc.....						
Mono.....						
Monterey.....	727	366	1,093	26	38	64
Napa.....	231	104	335			
Nevada.....						
Orange.....	1,639	768	2,407	121	140	261
Placer.....	305	165	470		2	2
Plumas.....						
Riverside.....	302	186	488	203	84	287
Sacramento.....	1,432	581	2,013	222	242	464
San Benito.....	13	9	22		2	2
San Bernardino.....	1,275	625	1,900	170	152	322
San Diego.....	1,277	397	1,674	685	183	868
San Francisco.....	2,873	894	3,767	376	426	802
San Joaquin.....	644	307	951	100	120	220
San Luis Obispo.....	50	54	104	8	14	22
San Mateo.....	1,025	386	1,411	69	37	106
Santa Barbara.....	305	124	429	72	202	274
Santa Clara.....	945	270	1,215	453	129	582
Santa Cruz.....						
Shasta.....	278	143	421	22	42	64
Sierra.....						
Siskiyou.....						
Solano.....	828	225	1,053	255	118	373
Sonoma.....	657	350	987			
Stanislaus.....	833	429	1,262	76	55	131
Sutter.....						
Tehama.....						
Trinity.....						
Tulare.....	756	414	1,170			
Tuolumne.....						
Ventura.....	508	195	703	31	27	58
Yolo.....						
Yuba.....	336	144	480	10	23	33
Total.....	41,294	17,470	58,764	10,737	7,718	18,455

TABLE 4
TOTAL GRADED ENROLLMENT, BY COUNTIES, WITH PER CENTS OF
INCREASE OR DECREASE SINCE MARCH 31, 1954

County	Total enrollment, kindergarten and grades 1 through 14, March 31, 1955			Increase or decrease between March 31, 1954 and March 31, 1955	
	Male	Female	Total	Number	Per cent
Alameda.....	71,204	67,983	139,187	8,097	6.2
Alpine.....	18	17	35	-13	-27.1
Amador.....	936	839	1,775	15	.1
Butte.....	7,505	7,098	14,603	727	5.2
Calaveras.....	1,029	941	1,970	66	3.5
Colusa.....	1,380	1,176	2,556	90	3.6
Contra Costa.....	42,706	39,996	82,702	4,478	5.7
Del Norte.....	1,520	1,499	3,019	385	14.6
El Dorado.....	1,833	1,689	3,522	83	2.4
Fresno.....	36,994	34,304	71,298	4,339	6.5
Glenn.....	1,978	1,822	3,800	116	3.1
Humboldt.....	9,975	9,226	19,201	1,559	8.8
Imperial.....	8,306	7,985	16,291	519	3.3
Inyo.....	1,310	1,270	2,580	137	5.6
Kern.....	31,431	28,974	60,405	3,353	5.9
Kings.....	5,685	5,458	11,143	395	3.7
Lake.....	1,259	1,067	2,326	102	4.6
Lassen.....	2,251	1,970	4,221	-76	-1.8
Los Angeles.....	450,927	422,874	873,801	58,852	7.2
Madera.....	4,764	4,539	9,303	320	3.6
Marin.....	9,805	9,192	18,997	1,923	11.3
Mariposa.....	426	389	815	-16	-1.9
Mendocino.....	5,567	5,096	10,663	1,016	10.5
Merced.....	8,996	8,359	17,355	819	5.0
Modoc.....	962	968	1,930	9	.1
Mono.....	166	124	290	67	30.0
Monterey.....	14,543	13,432	27,975	1,944	7.5
Napa.....	4,831	4,489	9,320	835	9.8
Nevada.....	1,845	1,663	3,508	84	2.5
Orange.....	35,976	33,485	69,461	11,907	20.7
Placer.....	5,205	4,744	9,949	686	7.4
Plumas.....	1,395	1,290	2,685	-81	-2.9
Riverside.....	22,345	20,878	43,223	2,803	6.9
Sacramento.....	37,529	35,486	73,015	6,415	9.6
San Benito.....	1,281	1,293	2,574	77	3.1
San Bernardino.....	40,683	37,736	78,419	5,370	7.4
San Diego.....	65,620	61,277	126,897	11,255	9.7
San Francisco.....	42,599	38,156	80,755	2,555	3.3
San Joaquin.....	23,354	21,956	45,310	2,151	5.0
San Luis Obispo.....	5,966	5,638	11,604	527	4.8
San Mateo.....	33,353	31,215	64,568	7,506	13.2
Santa Barbara.....	10,270	9,705	19,975	1,408	7.6
Santa Clara.....	42,212	39,461	81,673	9,698	13.5
Santa Cruz.....	6,275	5,911	12,186	708	6.2
Shasta.....	5,818	5,166	10,984	726	7.1
Sierra.....	325	288	613	16	2.7
Siskiyou.....	3,674	3,316	6,990	54	.8
Solano.....	12,784	11,454	24,238	940	4.0
Sonoma.....	12,242	11,203	23,445	2,040	9.5
Stanislaus.....	16,861	15,743	32,604	1,037	3.3
Sutter.....	3,308	3,153	6,461	278	4.5
Tehama.....	2,364	2,073	4,437	239	5.7
Trinity.....	632	553	1,185	120	11.3
Tulare.....	18,625	17,555	36,180	1,349	3.9
Tuolumne.....	1,388	1,316	2,704	104	4.0
Ventura.....	14,701	13,686	28,387	2,187	8.3
Yolo.....	5,334	5,072	10,406	1,028	11.0
Yuba.....	3,427	3,075	6,502	326	5.3
Total.....	1,205,698	1,126,323	2,332,021	163,659	7.5

TABLE 5
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Ungraded pupils in elementary schools			Postgraduate pupils in elementary schools			Special day and evening classes in elementary schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	29	12	41						
Alpine.....									
Amador.....									
Butte.....									
Calaveras.....	1	1	2						
Colusa.....									
Contra Costa.....									
Del Norte.....									
El Dorado.....									
Fresno.....	1		1						
Glenn.....									
Humboldt.....				1		1			
Imperial.....	22	20	42				2	2	4
Inyo.....									
Kern.....									
Kings.....									
Lake.....									
Lassen.....									
Los Angeles.....	119	2	121				16	7	23
Madera.....									
Marin.....	7	7	14						
Mariposa.....									
Mendocino.....									
Merced.....	1		1						
Modoc.....									
Mono.....									
Monterey.....									
Napa.....									
Nevada.....									
Orange.....									
Placer.....	4		4						
Plumas.....									
Riverside.....									
Sacramento.....	4		4						
San Benito.....									
San Bernardino.....									
San Diego.....	253	141	394						
San Francisco.....									
San Joaquin.....	2		2						
San Luis Obispo.....									
San Mateo.....	3	3	6						
Santa Barbara.....	7	9	16						
Santa Clara.....	16	2	18						
Santa Cruz.....									
Shasta.....									
Sierra.....									
Siskiyou.....									
Solano.....									
Sonoma.....	68	32	100						
Stanislaus.....									
Sutter.....	9	1	10						
Tehama.....									
Trinity.....									
Tulare.....							15	10	25
Tuolumne.....	1		1						
Ventura.....									
Yolo.....									
Yuba.....									
Total.....	547	230	777	1		1	33	19	52

TABLE 5—Continued
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Special classes for physically handicapped minors											
	Elementary schools			Grades 7 and 8 in junior high schools			High school level			Junior college level		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	175	141	316	12	19	31	30	81	111			
Alpine.....												
Amador.....												
Butte.....	16	9	25	2	2	4	1	2	3			
Calaveras.....							3	5	8			
Colusa.....	2	4	6									
Contra Costa.....	52	44	96	11	8	19	6	5	11			
Del Norte.....	1		1									
El Dorado.....	2	2	4									
Fresno.....	72	64	136	7	9	16	17	16	33			
Glenn.....	28	10	38									
Humboldt.....	15	11	26	1	1	2	2	5	7			
Imperial.....	6	4	10									
Inyo.....												
Kern.....	101	100	201	1		1	43	16	59			
Kings.....	9	5	14									
Lake.....												
Lassen.....	3	6	9					1	1			
Los Angeles.....	1,834	1,485	3,319	106	87	193	329	389	718			
Madera.....	2	4	6									
Marin.....	22	21	43				2	5	7			
Mariposa.....												
Mendocino.....		1	1									
Merced.....	5	5	10									
Modoc.....												
Mono.....												
Monterey.....	5	3	8		2	2	2	2	4			
Napa.....	2	1	3	2	1	3	2	1	3			
Nevada.....	1		1	1		1		1	1			
Orange.....	117	108	225		4	4	5	7	12			
Placer.....	18	13	31					2	2			
Plumas.....												
Riverside.....	43	33	76	3	2	5	38	18	56			
Sacramento.....	92	48	140	2	4	6	5	1	6			
San Benito.....												
San Bernardino.....	106	66	172	11	2	13	20	23	43			
San Diego.....	143	121	264	5	8	13	6	11	17			
San Francisco.....	401	306	707	28	22	50	98	129	227			
San Joaquin.....	35	34	69	2	1	3	2	7	9		1	1
San Luis Obispo.....	4	6	10									
San Mateo.....	62	51	113				10	7	17			
Santa Barbara.....	25	16	41	5	2	7	6	1	7			
Santa Clara.....	125	73	198		1	1	8	5	13			
Santa Cruz.....	22	17	39				5	4	9			
Shasta.....	15	24	39				1	2	3			
Sierra.....												
Siskiyou.....	1	3	4									
Solano.....	24	21	45	1	2	3	3	1	4			
Sonoma.....	28	17	45	2		2		6	6			
Stanislaus.....	41	29	70				1	2	3			
Sutter.....	1		1									
Tehama.....	1		1									
Trinity.....												
Tulare.....	65	46	111	1		1	5	7	12			
Tuolumne.....		2	2									
Ventura.....	24	26	50	6	1	7	1	5	6			
Yolo.....	1	3	4					2	2			
Yuba.....	3	7	10									
Total.....	3,750	2,990	6,740	209	178	387	651	769	1,420		1	1

TABLE 5—Continued
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Special classes for mentally retarded minors								
	Elementary schools			Grades 7 and 8 in junior high schools			High school level		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	450	288	738	198	117	315	292	211	503
Alpine.....									
Amador.....									
Butte.....	20	21	41				13	1	14
Calaveras.....									
Colusa.....	10	5	15						
Contra Costa.....	152	69	221	22	8	30	26	4	30
Del Norte.....									
El Dorado.....	1		1						
Fresno.....	206	119	325						
Glenn.....	6	4	10						
Humboldt.....	29	7	36	11	8	19	9	4	13
Imperial.....									
Inyo.....									
Kern.....	272	166	438				44	16	60
Kings.....	57	29	86						
Lake.....									
Lassen.....	6	4	10						
Los Angeles.....	4,470	2,995	7,465	217	141	358	219	118	337
Madera.....	6	9	15						
Marin.....	28	13	41				10	8	18
Mariposa.....									
Mendocino.....									
Merced.....	54	30	84						
Modoc.....									
Mono.....									
Monterey.....	142	84	226				9	2	11
Napa.....	32	13	45	17	7	24			
Nevada.....	14	8	22						
Orange.....	171	102	273	9	6	15	7	5	12
Placer.....	46	28	74						
Plumas.....									
Riverside.....	161	70	231	43	23	66	5	1	6
Sacramento.....	390	208	598	35	18	53	54	28	82
San Benito.....	30	22	52				23	8	31
San Bernardino.....	216	140	356	66	69	135	56	43	99
San Diego.....	636	367	1,003	211	171	382	188	156	344
San Francisco.....	357	255	612	211	124	335	358	210	568
San Joaquin.....	187	155	342	33	21	54	57	39	96
San Luis Obispo.....	54	45	99						
San Mateo.....	117	66	183						
Santa Barbara.....	53	43	96	6	3	9	24	5	29
Santa Clara.....	188	155	343	8	4	12	2	6	8
Santa Cruz.....	72	53	125				7	8	15
Shasta.....	8	5	13				11	5	16
Sierra.....									
Siskiyou.....									
Solano.....	51	31	82						
Sonoma.....	61	49	110	5	5	10	2	1	3
Stanislaus.....	270	127	397				22	8	30
Sutter.....	6	2	8						
Tehama.....	12	2	14						
Trinity.....		1	1						
Tulare.....	152	95	247				34	12	46
Tuolumne.....									
Ventura.....	116	84	200	20	12	32	11	5	16
Yolo.....	21	21	42						
Yuba.....	25	14	39						
Total.....	9,355	6,004	15,359	1,112	737	1,849	1,483	904	2,387

TABLE 5—Continued
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Compulsory continuation classes			Special pupils					
				High school level			Junior college level		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	122	76	198				458	374	832
Alpine.....									
Amador.....				631		631			
Butte.....									
Calaveras.....				1		1			
Colusa.....									
Contra Costa.....	106	89	195		2	2	79	34	113
Del Norte.....									
El Dorado.....									
Fresno.....	125	88	213				227	71	298
Glenn.....									
Humboldt.....	16	9	25						
Imperial.....				1	2	3	15	10	25
Inyo.....									
Kern.....	145	49	194	88	16	104	94	50	144
Kings.....				1		1			
Lake.....					1	1			
Lassen.....				2		2	1	3	4
Los Angeles.....	2,189	1,123	3,312	1,440	415	1,855	1,376	1,076	2,452
Madera.....				50		50			
Marin.....				3	3	6			
Mariposa.....									
Mendocino.....									
Merced.....									
Modoc.....									
Mono.....									
Monterey.....							110	127	237
Napa.....									
Nevada.....									
Orange.....							268	109	377
Placer.....							7	2	9
Plumas.....									
Riverside.....	47	22	69				7	8	15
Sacramento.....	49	14	63				291	235	526
San Benito.....									
San Bernardino.....	83	25	108		1	1	518	123	641
San Diego.....	407	205	612				319	87	406
San Francisco.....	376	176	552						
San Joaquin.....	46	30	76	5	12	17	26	41	67
San Luis Obispo.....				187		187	108	6	114
San Mateo.....	12	8	20	1		1	343	190	533
Santa Barbara.....	3	10	13				27	19	46
Santa Clara.....	22	15	37	4	2	6	24	25	49
Santa Cruz.....	5	1	6	51	1	52			
Shasta.....	13	5	18				17	4	21
Sierra.....					1	1			
Siskiyou.....									
Solano.....					1	1	111	87	198
Sonoma.....							33	70	103
Stanislaus.....					1	1			
Sutter.....				2		2			
Tehama.....					1	1			
Trinity.....									
Tulare.....	10	4	14	112	110	222	22	8	30
Tuolumne.....					1	1			
Ventura.....	50	28	78						
Yolo.....							238	107	345
Yuba.....									
Total.....	3,826	1,977	5,803	2,579	570	3,149	4,719	2,866	7,585

TABLE 5—Concluded
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Classes for adults						Total enrollment in special classes		
	High school level			Junior college level			Male	Female	Total
	Male	Female	Total	Male	Female	Total			
Alameda.....	4,761	7,125	11,886	1,255	698	1,943	7,782	9,132	16,914
Alpine.....									
Amador.....	12	4	16				643	4	647
Butte.....	613	817	1,430				665	852	1,517
Calaveras.....	23	49	72				28	55	83
Colusa.....	40	25	65				52	34	86
Contra Costa.....	2,597	5,402	7,999	1,449	902	2,351	4,500	6,567	11,067
Del Norte.....							1		1
El Dorado.....	22	15	37				25	17	42
Fresno.....	2,881	4,161	7,042	836	184	1,020	4,372	4,712	9,084
Glenn.....							34	14	48
Humboldt.....	330	948	1,278				414	993	1,407
Imperial.....	166	269	435	43	56	99	255	363	618
Inyo.....									
Kern.....	4,236	6,816	11,052	730	539	1,269	5,754	7,768	13,522
Kings.....	124	226	350				191	260	451
Lake.....	39	82	121				39	83	122
Lassen.....	67	129	196	1	7	8	80	160	230
Los Angeles.....	39,030	75,727	114,757	31,051	28,233	59,284	82,396	111,798	194,194
Madera.....	100	206	306				158	219	377
Marin.....	402	345	747	2,474	1,445	3,919	2,948	1,847	4,795
Mariposa.....									
Mendocino.....	12	55	67				12	56	68
Merced.....	414	447	861				474	482	956
Modoc.....	42	31	73				42	31	73
Mono.....									
Monterey.....	1,540	1,429	2,969	1,251	1,611	2,862	3,059	3,260	6,319
Napa.....	9	17	26	1,007	1,079	2,086	1,071	1,119	2,190
Nevada.....	46	157	203				62	166	228
Orange.....	693	996	1,689	1,288	1,576	2,864	2,558	2,913	5,471
Placer.....	135	376	511	9	7	16	219	428	647
Plumas.....	79	35	114				79	35	114
Riverside.....	1,121	1,672	2,793	467	797	1,264	1,935	2,646	4,581
Sacramento.....	1,414	1,133	2,547	1,800	1,829	3,629	4,136	3,518	7,654
San Benito.....	179	214	393				232	244	476
San Bernardino.....	3,190	5,229	8,419	2,540	2,166	4,706	6,806	7,887	14,693
San Diego.....	8,454	16,050	24,504	1,507	865	2,372	12,129	18,182	30,311
San Francisco.....	14,178	23,141	37,319	669	479	1,148	16,676	24,842	41,518
San Joaquin.....	93	207	300	782	1,019	1,801	1,270	1,567	2,837
San Luis Obispo.....	761	1,083	1,844	2	2	4	1,116	1,142	2,258
San Mateo.....	2,269	3,986	6,255	1,181	1,665	2,846	3,998	5,976	9,974
Santa Barbara.....	914	2,716	3,630	346	194	540	1,416	3,018	4,434
Santa Clara.....	3,045	5,442	8,487	1,281	1,041	2,322	4,723	6,771	11,494
Santa Cruz.....	980	1,641	2,621				1,142	1,725	2,867
Shasta.....	761	1,121	1,882	6	45	51	832	1,211	2,043
Sierra.....									
Siskiyou.....	20	58	78				21	61	82
Solano.....	197	181	378	751	1,073	1,824	1,138	1,397	2,535
Sonoma.....	526	968	1,494	540	1,071	1,611	1,265	2,219	3,484
Stanislaus.....	188	400	588	18	68	86	540	635	1,175
Sutter.....							18	3	21
Tehama.....	37		37				50	3	53
Trinity.....									
Tulare.....	902	1,085	1,987	766	593	1,359	2,084	1,970	4,054
Tuolumne.....	115	185	300				116	188	304
Ventura.....	2,009	2,073	4,082	84	134	218	2,321	2,368	4,689
Yolo.....	72	202	274				94	228	322
Yuba.....	103		103	656	898	1,554	1,025	1,026	2,051
Total.....	99,941	174,676	274,617	54,790	50,266	105,056	182,996	242,187	425,183

DEPARTMENTAL COMMUNICATIONS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

APPOINTMENT TO STAFF

CHARLES S. SANDERS has been appointed Business Enterprise Officer in the Bureau of Vocational Rehabilitation, with headquarters in San Francisco. He is a graduate of Whittier College and holds a certificate in social case work from the University of Southern California. His experience includes employment by the Northern California Service League in San Francisco as field representative for case work with inmates of San Francisco County jails, and in various capacities by the American Friends Service Committee in Philadelphia.

DIVISION OF INSTRUCTION

DONALD E. KITCH, *Chief, Supplemental Education Services*

NEW CUMULATIVE RECORD FORMS NOW AVAILABLE

The new cumulative record forms prepared by the State Committee on Cumulative Records are now available for purchase by school districts.¹ The record set includes an elementary folder, a high school folder, and a junior college insert. Each of the three parts may be used separately. However, the set is designed so that the elementary folder and the junior college insert will fit into the high school folder and thus provide a basic cumulative record including all grades from the kindergarten through the junior college.

Tentative drafts of the new forms were printed over a year ago and since that time they have been studied carefully by members of the State Committee and by school district and county office staff members throughout the state. As a result of this study a number of revisions were suggested and many of these have been incorporated into the forms now offered for use. The State Committee recommends that the

¹ The forms may be obtained from the publisher, A. Carlisle and Co., 645 Harrison St., San Francisco 7. Samples will be furnished by the publisher to school districts desiring to consider the forms for adoption and use. Prices quoted are as follows:

Elementary folder (Form LM): \$6.75 per 100; \$13.50 for 250; \$24 for 500.

High school folder (Form HS): \$10.50 per 100; \$21 for 250; \$35 for 500.

Junior college insert (Form JC): \$8.50 per 100; \$18.50 per 250; \$31 per 500.

Additional discounts will be allowed on orders of 1000, 2000, or 5000 copies of each form.

new records be used for a period of from five to eight years and that further revision be undertaken by a new committee at that time.

A handbook on cumulative records also has been prepared by the State Committee and will be available in multilithed form in late August. Copies can be secured at that time from the Bureau of Guidance, State Department of Education, Sacramento 14. The multilithed draft of the handbook will be revised after a period of use and will be published as a printed Department of Education bulletin.

The State Committee on Cumulative Records was appointed in June of 1951 by Superintendent of Public Instruction Roy E. Simpson. The co-chairmen were Alvin E. Rhodes, County Superintendent of Schools, San Luis Obispo County, and Harold B. Brooks, principal of the Benjamin Franklin Junior High School, Long Beach. Mr. Brooks resigned at the end of the 1952-53 school year because of other responsibilities and Roy L. Arnheim, principal of the Virgil Junior High School, Los Angeles, was appointed to take his place. Twenty-four persons serving as administrators or supervisors in elementary or secondary schools have been members of the Committee, and several staff members from the Department of Education have served as consultants in connection with the Committee's study.¹

DIVISION OF STATE COLLEGES AND TEACHER EDUCATION

JAMES C. STONE, *Specialist in Teacher Education*

AIDS IN RECRUITMENT OF TEACHERS

During February, 1955, in co-operation with the California Congress of Parents and Teachers, the California Teachers Association, the California School Boards Association, and the California Council on Teacher Education, the State Department of Education sponsored a series of recruitment clinics which were held in five areas of the state. The purpose of the clinics was to bring together lay and professional groups to discuss effective ways of recruiting teachers. The California Teachers Association, the California Congress of Parents and Teachers, and the State Department of Education each developed materials which were used at the recruitment clinics. These materials have now been reproduced and sufficient copies are available so that anyone may use them who is planning a presentation on recruitment to either professional or lay groups. The following materials are available:

1. Six large charts in color on the general topic "The Advantages of Teaching"

¹ The personnel and organization of this committee were briefly described in "State Committee Studies Guidance Records," *California Schools* XXIII (June, 1953), 283-85.

2. Twelve charts on "Opportunities in Teaching," including the supply-demand relationship
3. Leaflets, handouts, and brochures on the general topic "Careers in Teaching"

Pertinent comments about each of the charts (which may be helpful to speakers) have been prepared to accompany the materials.

Anyone wishing to use these materials should address a request to James C. Stone, Specialist in Teacher Education, State Department of Education, Sacramento 14, California.

DIVISION OF PUBLIC SCHOOL ADMINISTRATION

RONALD W. COX, Assistant Division Chief, School Administration

PROPOSED CHANGES IN FEES OF DIVISION OF ARCHITECTURE

The Division of Architecture of the State Department of Public Works has advertised that pursuant to the authority vested in it by Education Code Section 18197 as amended by Chapter 643, Statutes of 1955, it proposes to amend Section 26 of Title 21 of the California Administrative Code to provide certain reductions in fees for the approval of plans and supervision of construction of public school buildings.

Copies of the complete section as proposed, including sample computations, are available at the offices of the Division of Architecture, Schoolhouse Section, at 515 Van Ness Ave., San Francisco; 1120 N St., Sacramento; or 1100 South Grand Ave., Los Angeles.

Notice is given that any person interested in the proposed changes in these regulations may present statements or recommendations orally or in writing relevant to the action proposed at a hearing to be held in Room 173 Public Works Building, 1120 N St., Sacramento, at the hour of 10:00 a.m. on August 5, 1955. At this hearing, the Division of Architecture, on its own motion or at the instance of any interested person, may amend the proposal and adopt the same as amended without further notice.

INTERPRETATIONS OF LAW

APPLICABLE TO SCHOOLS

LAURENCE D. KEARNEY, *Administrative Adviser*

[The following items are merely digests and, although care is taken to state accurately the purport of the opinions reported, the items have the limitations common to all digests. The reader is therefore urged to examine the complete text of an opinion digested and, when necessary, secure competent legal advice before taking any action based thereon.]

OPINONS OF THE CALIFORNIA ATTORNEY GENERAL

School Attendance of 16- and 17-Year-Old Minors

A "petition for truancy" may not be filed against a 16- or 17-year-old minor who is not attending school but is not specifically exempted from school attendance. Provisions of the Education Code (Sections 16831 through 16870) relating to truancy do not apply to such minors. If, however, such a minor refuses to obey the commands of his parents that he attend special continuation classes, he may come within the provisions of the Welfare and Institutions Code Section 700(1) as a person subject to the jurisdiction of the juvenile court.

Section 17110 of the Education Code places upon the parent, guardian, or other person having control of such a minor the duty to compel his attendance upon special continuation classes. The governing board of a school district is, in turn, required to enforce the attendance of such minors upon special continuation classes by causing the filing of a criminal complaint in the proper court against any parent, guardian, or other person having control of the minor who, after investigation by the board, is found to have failed to fulfill his duty of compelling the attendance of the minor. It is the duty of the governing board of the high school district to prescribe, pursuant to Education Code Sections 2204(a) and 3251, rules which will require the school officials who keep the records of attendance at special continuation classes, as required by Education Code Sections 6801 and 6823, to report non-attendance of pupils to the governing board in order that the board may proceed with its duties of investigation and enforcement. (AGO 55-57; 25 Ops. Cal. Atty. Gen. 261.)

Single Application for Approval of Buildings Identical Except for Differences in Foundations

Under the regulation of the Division of Architecture contained in Section 10 of Title 21 of the California Administrative Code, a district may submit to the Division of Architecture a single application for approval of a number of school buildings identical except for variations

in foundations when the variations are not so substantial as to require a change in the basic design of the building superstructure. This rule is applicable when the buildings are to be constructed on various sites, from the same plans, at the same time, and in the same school district. Although the regulation refers to identical buildings, since it contemplates separate sites, to require absolute identity with respect to foundations would be absurd. The filing fee payable in such a case is to be based upon the total estimated cost of all the buildings covered by the application. (AGO 55-29; 25 Ops. Cal. Atty. Gen. 225.)

Money Received by a School District as Liquidated Damages for Delay in Completion of a State-Aided School Construction Project

The State Allocation Board may properly determine that a portion of the money received by a school district in the enforcement of a liquidated damage clause in a school construction contract entered into pursuant to Chapter 1.6 of Division 3 of the Education Code (State School Building Aid) is not available for contribution toward the cost of the project and thus may be retained by the school district. Such a determination may be made if (a) the district contributed its own funds toward the project, (b) the district suffered monetary damages as a result of the delay in the completion date, and (c) the portion of the money received does not exceed the actual monetary damages suffered. Funds due as payments under such a clause should be returned to the State unless found to be not available under the foregoing conditions. (AGO 54-50; 25 Ops. Cal. Atty. Gen. 196.)

FOR YOUR INFORMATION

AMERICAN EDUCATION WEEK

The thirty-fifth annual observance of American Education Week has been announced for November 6-12, 1955. The central theme to be emphasized this year is "Schools—Your Investment in America."

A 64-page manual and other planning aids may be secured from headquarters of American Education Week, National Education Association, 1201 Sixteenth St., N.W., Washington 6, D.C. School administrators are advised to form committees as early as possible to plan local observance of this week.

AUDIO-VISUAL CONFERENCE DATE SET

The annual fall conference of the Audio-Visual Education Association of California, Southern Section, for 1955 will be held October 21 and 22 at Long Beach State College.

LOS ANGELES COUNTY COURSE OF STUDY

A 460-page teacher's guide entitled *Educating the Children of Los Angeles County*, adopted by the Los Angeles County Board of Education January 3, 1955, has recently been distributed to all noncity and nonunified elementary school districts of Los Angeles County and to those unified and city districts whose boards of education officially have adopted the course of study. The guide was prepared by the Division of Elementary Education of the office of the Los Angeles County Superintendent of Schools, with the assistance of many of the teachers and school administrators of the county in identifying the problems toward which the guide is directed and in reviewing tentative drafts of several chapters.

A limited number of copies of the work will be available from the printer, Parker and Son, Inc., 241 East Fourth St., Los Angeles 13, at \$3.50 per copy plus sales tax and postage.

HIGH SCHOOL TEACHER FELLOWSHIP PROGRAM FOR 1955-56

Clarence H. Faust, president of The Fund for the Advancement of Education, announced on May 9, 1955, the granting of 150 individual one-year fellowships to public secondary teachers in the United States and its possessions. In addition, group fellowships were awarded to 15 public secondary school teachers from five communities, who propose to work on related aspects of a single problem of importance in each school system. These fellowships will enable the recipients to devote

a full academic year away from the classroom to activities designed to extend their own liberal education and to improve their teaching ability. In the four series of awards granted under the High School Teacher Fellowship Program, of which this is the fourth and final series, approximately \$4,836,920 has been granted to 907 individuals.

The awards have been made on the recommendation of a national committee which considered 576 individual applications and 29 group applications in making its recommendations for 1955-56 awards. The largest number of individual awards—34—was to teachers in the field of English; social studies was second with 28, and the natural sciences third with 25 awards. The states receiving the largest number of individual awards were New York and California, 16 each; Pennsylvania and Michigan, 11 each; North Carolina, 7; and Massachusetts, 6.

The following Californians received awards for work in the fields indicated:

Adams, Dorothy E., Woodrow Wilson High School, Los Angeles (Library Science)
Campbell, Douglas C., Santa Rosa High School (Journalism and Social Studies)
Christian, Ruby E., Roosevelt Junior High School, San Diego (Latin and English)
Donlon, Cynthia E., Oxnard Union High School (Social Studies)
Drake, Robert M., Lincoln Junior High School, Santa Monica (English)
Francis, Mrs. Helen A. B., George Washington Junior High School, Long Beach (Social Living and Spanish)
Gordon, Erwin E., Abraham Lincoln High School, San Francisco (Chinese, Music)
Harwood, William B., Bakersfield High School (Social Science)
Krause, Mrs. Marcella M., McChesney High School, Oakland (English and Social Studies)
Lee, Elizabeth M., Hayward High School (Social Studies)
Ochoa, Frank Joseph, Woodrow Wilson High School, Long Beach (Foreign Languages)
Pope, Jane Sarah, Marysville Union High School (Music)
Rilliet, Vivian F., Woodrow Wilson High School, Long Beach (Social Studies)
Schaefer, John R., Capuchino High School, San Mateo (Science)
Turner, George C., Claremont High School, Claremont (Biology and General Science)
Weiherman, Eleanor M., Polytechnic High School, Long Beach (English)

NEW BULLETIN ON TEACHING CONSERVATION

The Redwood Region Conservation Council has recently issued Volume I, Number 1, of *Teaching Conservation*, a bulletin to assist teachers, which has been compiled by the Education and Training Committee of the Council. It contains 24 pages of curriculum materials and information on sources of materials for teachers who are covering units on conservation or forestry. The bibliography is arranged by grade levels and conservation subjects, and currently available visual aids are included.

One to three copies of the bulletin may be secured free of charge upon request to the Council, 576 Sacramento St., San Francisco 11. For larger quantities a charge of 25 cents is made per copy to defray the cost of printing.

DIRECTORY OF TEACHER PLACEMENT AGENCIES, 1955

As a service to the public schools of California, the Western Institutional Teachers Placement Association has compiled the following directory of institutions or organizations maintaining teacher placement offices. The institutions are listed in alphabetical order, followed by their addresses and telephone numbers and the names of persons to whom communications or telephone calls may be addressed regarding vacancies. If an individual staff member is assigned for consultation regarding vacancies in particular fields, these categories are indicated in parentheses after the staff member's name. The agencies listed are not necessarily current members of the association.

Officers of the Western Institutional Teacher Placement Association for 1954-55 are the following: *President*, Will M. Kidwell, Placement Officer, San Diego State College; *Secretary-Treasurer*, Gean M. Howard, Placement Secretary, Fresno State College.

TEACHER PLACEMENT AGENCIES

<i>Institution or Organization</i>	<i>Personnel of Placement Office</i>
ARIZONA STATE COLLEGE..... Tempe, Arizona Telephone: WO odland 7-3311, Extension 24	Robert F. Menke, <i>Director of Placement</i>
ARMSTRONG COLLEGE..... 2222 Harold Way, Berkeley, California Telephone: AS hberry 3-2500	J. Ivan Armstrong, <i>Director of Placement</i> Esther P. Armstrong
CALIFORNIA COLLEGE OF ARTS AND CRAFTS..... 5212 Broadway, Oakland 18, California Telephone: OL ympic 3-8118, Extension 12	(Special Credentials only) Paul B. Flick, <i>Director, Teacher Training</i> Carol Rawlings, <i>Secretary</i> , Extension 13
CALIFORNIA STATE POLYTECHNIC COLLEGE..... San Luis Obispo, California Telephone: 2151	John E. Jones, <i>Placement Officer</i> Katherine Pyle, <i>Placement Secretary</i>
CALIFORNIA TEACHERS ASSOCIATION..... 693 Sutter St., San Francisco 2, California Telephone: PR ospect 6-4110	Frank W. Parr, <i>Assistant Executive Secretary</i> Norma Ciochon Mrs. Mary Truffelli
CALIFORNIA TEACHERS ASSOCIATION, SOUTHERN SECTION..... 612 S. Figueroa St., Los Angeles 17, California Telephone: MA dison 9-3681	Carl A. Bowman, <i>Director, Placement Service (Administration and Supervision)</i> Lelia C. Hughes (Secondary and College) (Miss) H. Olin Thornton (Special Elementary and Secondary) Sara E. Garrett (Elementary)
CHAPMAN COLLEGE..... 766 N. Vermont Ave., Los Angeles 29, California Telephone: OL ympic 2903	Earl K. Hillbrand, <i>Professor of Education</i> Mary Ellen Dickison, <i>Placement Secretary</i>
CHICO STATE COLLEGE..... Chico, California Telephone: FI reside 2-5671	Lawrence T. Crawford, <i>Placement Director</i> Douglas C. Sundby, <i>Placement Secretary</i>

TEACHER PLACEMENT AGENCIES—Continued

<i>Institution or Organization</i>	<i>Personnel of Placement Office</i>
CLAREMONT COLLEGE Claremont, California Telephone: LY coming 5-1211, Extension 213	Russell L. Trimmer, <i>Director of Placement</i> Mrs. Shirley Bialek, <i>Placement Secretary</i>
COLLEGE OF THE HOLY NAMES 2036 Webster St., Oakland 12 Telephone: TE mplebar 2-0914	Sister Mary of St. Michael, <i>Director of Teacher Placement</i>
COLLEGE OF THE PACIFIC Stockton, California Telephone: 4-2580	J. Marc Jantzen, <i>Dean and Acting Director of Placement for School of Education</i>
FRESNO STATE COLLEGE Fresno, California Telephone: 4-4721, Extension 86	J. W. Canfield, <i>Placement Director</i> (Administrative Placement) Mrs. Gean Howard, <i>Placement Secretary</i>
GEORGE PEPPERDINE COLLEGE 1121 West 79th St., Los Angeles 44, California Telephone: PL easant 3-1411	J. D. Fenn, <i>Chairman, Placement Committee</i>
HUMBOLDT STATE COLLEGE Arcata, California Telephone: 435, Extension 87	Mrs. Mary Lou Humphrey, <i>Teacher Placement Secretary</i>
IMMACULATE HEART COLLEGE 2021 N. Western Ave., Los Angeles 27, California Telephone: HO llywood 9-1447	Sister Eliabeth Ann, <i>Director of Teacher Placement</i>
LA VERNE COLLEGE La Verne, California Telephone: LV 4-4241	J. C. Brandt, <i>Associate Dean and Registrar</i>
LONG BEACH STATE COLLEGE 6201 E. Anaheim Road, Long Beach 15, California Telephone: 3-43471	Jane Thompson, <i>Placement Officer</i> Adelaide Scott, <i>Placement Secretary</i>
LOS ANGELES STATE COLLEGE OF APPLIED ARTS AND SCIENCES 855 N. Vermont Ave., Los Angeles 29, California Telephone: NO rmandie 3-3201, Extension 320	Mrs. Carita Connor, <i>Teacher Placement Co-ordinator</i>
MILLS COLLEGE Oakland 13, California Telephone: TR inidad 2-2700	Phyllis A. Warren, <i>Director of Placement</i>
OCCIDENTAL COLLEGE 1600 Campus Road, Los Angeles 41, California Telephone: AL bany 1151	Roy G. Petrie, <i>Director of Teacher Placement</i>
OREGON STATE COLLEGE Corvallis, Oregon	May Worker, <i>Director of Teacher Placement</i>
SACRAMENTO STATE COLLEGE American River at J St., Sacramento 19, California Telephone: HU nter 6-6531, Extension 247	Palmer Graver, <i>Placement Officer</i> John E. Samara, <i>Placement Secretary</i>

TEACHER PLACEMENT AGENCIES—Continued

<i>Institution or Organization</i>	<i>Personnel of Placement Office</i>
SAN DIEGO STATE COLLEGE..... San Diego 15, California Telephone: JU niper 2-4411	Will M. Kidwell, <i>Placement Officer</i> (Administration, Supervision, and College) Mrs. Doris E. Rogers, <i>Placement Secretary</i>
SAN FRANCISCO COLLEGE FOR WOMEN..... Lone Mountain, San Francisco 18, California Telephone: SK yline 2-3033	Mother Fox, <i>Director of Placement</i>
SAN FRANCISCO STATE COLLEGE..... 1600 Holloway Ave., San Francisco 27, California Telephone: JU niper 4-2300	Joe W. Smith, <i>Director of Placement</i> Paul N. Woolf, <i>Placement Officer</i> Dorothy R. Davis, <i>Placement Secretary</i>
SAN JOSE STATE COLLEGE..... San Jose 14, California Telephone: CY press 4-6414, Extension 234	Doris K. Edgar, <i>Director of Teacher Placement</i>
STANFORD UNIVERSITY..... Stanford, California Telephone: DA venport 3-9411, Extension 288	Eugene W. Dils, <i>Director of Placement</i> Katherine E. Lenihan, <i>Assistant Director of Teacher Placement and College Placement</i>
UNIVERSITY OF CALIFORNIA, BERKELEY..... Administration Building, Room 207, Berkeley 4, California Telephone: AS hberry 3-600, Extension 283	Lloyd D. Bernard, <i>Manager of Bureau of School and College Placement</i> Alice Greer, <i>Placement Executive</i> Mrs. Marion L. Evans Mrs. Gladys Pedersen
UNIVERSITY OF CALIFORNIA, LOS ANGELES..... Education Building, Room 123, 405 Hilgard Ave., Los Angeles 24, California Telephone: BR adshaw 2-6161 or GR anite 3-0971 Extensions 209, 347, or 657	Aubrey L. Berry, <i>Assistant Manager of Bureau of College and School Placement</i> Rose Marie Gruby (Secondary Teacher Placement) Mrs. Margaret Linville (Elementary Teacher Placement)
UNIVERSITY OF CALIFORNIA, SANTA BARBARA COLLEGE..... Goleta, California Telephone: 8-5711, Extension 2183 or 2184	E. L. Chalberg, <i>Placement Executive</i>
UNIVERSITY OF REDLANDS..... Redlands, California Telephone: 3-2121, Extension 65	Jack B. Cummings, <i>Director</i> Mrs. Marjorie Herman, <i>Placement Secretary</i>
UNIVERSITY OF SAN FRANCISCO..... 2130 Fulton St., San Francisco 17, California Telephone: SK yline 2-1000, Extension 61	Henry C. Hall, <i>Director of Teacher Placement</i>
UNIVERSITY OF SOUTHERN CALIFORNIA..... 3518 University Ave., Los Angeles 7, California Telephone: RI chmond 2311	Edith M. Weir, <i>Director of Teacher Placement</i>
WHITTIER COLLEGE..... Whittier, California Telephone: OX ford 4-2095	John H. Bright, <i>Chairman, Department of Education</i> Mable Hinshaw, <i>Secretary</i>

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